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COMMUNITY CENTER  
ACTIVITIES



PERRY



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# COMMUNITY CENTER ACTIVITIES



# COMMUNITY CENTER ACTIVITIES

BY  
CLARENCE ARTHUR PERRY



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RUSSELL SAGE FOUNDATION  
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## PREFACE

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## INTRODUCTION

The purpose of this handbook is to suggest activities for after-school occasions and to indicate sources of information about them. The material is arranged in such a way as to serve readily community-center officials who view problems of organization objectively, who regard themselves as trustees of certain spaces and facilities in a school building which they are to utilize for the enhancement of the neighborhood's common life. A director with such a viewpoint might deliberate thus: "Here we have an assembly hall, a kindergarten and a playroom to use. Let me see. . . . What I want to know is this: What things *can* be done in these spaces? Of the things that are possible, which do our people *wish* to do? Of the desired things, which can our staff *handle*? In general, where can I get ideas for programs; where can I go for detailed information about all sorts of activities?" These questions—especially the first and the last—are those which this handbook is designed to answer.

Following the Introduction, lists of practicable school-center activities are presented, arranged according to the spaces in which they can be carried on. If a director wishes a check list of the various

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kinds of activities available for a kindergarten he can turn to page 17 and find it. Such lists are provided for fourteen types of school-building spaces. Opposite each activity is given the page upon which information about it is set forth.

The classification of the activities under "Civic Occasions," "Educational Occasions," "Entertainments," etc., is not to be regarded too literally. Obviously, many activities which are educational are also entertaining, and many of a social character have civic aspects as well. If the various divisions facilitate reference they serve their main purpose.

Of course, all the activities mentioned under a given head cannot go on in the stated space simultaneously. In most instances, only one kind of activity can go on at a time in the space mentioned, but there are cases in which several can be combined in a single evening's program. Some of the activities suggested for certain spaces will seem odd to persons having in mind the accommodations of their own schools. The suggestions, for example, for corridor use, may seem incongruous to those in whose school buildings these spaces are narrow and dark. But to those acquainted with schoolhouses where the corridors are wide and well-lighted—which is the case in many cities—the activities listed will not seem inappropriate. As a matter of fact, rooms of the same name vary greatly in schools throughout the country. In Milwaukee the assembly halls have movable seats, and basket ball and other vigorous games are regularly played in them, but in other

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auditoriums such activities would be unthinkable. Accordingly, it is not claimed that all of the activities mentioned are everywhere practicable in the spaces stated, but it is believed that the activities listed are all feasible in *some* of the rooms of the various types.

This handbook does not pretend to furnish technical information. Here and there bits are to be found. But since books already exist in which complete working instructions for the various activities are given, the effort here has been to put the reader in connection with the best of these sources. Care has been taken to ascertain that all of the books referred to are now (at date of publication) in print, and since pamphlets usually have a briefer term of availability than bound volumes, references have been made to them in only a few necessary instances.

With but two or three exceptions—such as the reading room or games room—the components of school-center occasions are always one or more clusters of people held together by some central activity in which all are participating or by which the attention of all is engaged. The theory therefore underlying this book is that community-center work consists mainly in organizing and developing group activities. This is accomplished in the several ways of giving accommodations to groups which already have leaders, of finding leaders for groups which have none, and of bringing people into group relations who are not already enjoying them. The activity is the cement which holds the individuals together in the group unit. Naturally

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there must be a fairly close adaptation of the activity to the needs and capacities of its group if the relationship is to have even a short duration. A lecture that goes over the heads of the audience or for some other reason fails to interest, is a group-relation that has already begun to disintegrate. A school center does not operate under a compulsory-attendance law. If people attend, it is attraction that brings them.

With some groups congeniality is the binding tie. Such will engage in any activity which is agreeable to the majority. Other groups cohere solely because of the activity and in spite of personal uncongenialities. The detection of the former groups is a matter of observation. The latter, on the other hand, are often latent and invisible, but they can generally be made to emerge into sight by dangling before the neighborhood a series of group-action opportunities. "How many would like to join a chorus if there were one? Or a dramatic club?" Bait of this character will sooner or later bring a "rise" from the interested ones and thus the material for the new group becomes distinguishable and ready for organization.

To be a successful fisher for new groups a director does not need to be a skilled leader in all or even a majority of the main school-center activities. His job is that of setting other people in motion, and he does it not through the power of authority but through the power of knowledge and suggestion. Accordingly he does need certain kinds of knowledge about a large number of activities, such as the



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kinds of physical or psychical satisfaction they afford, what classes of people they suit, the qualifications required for leadership and among what types of people leaders may be found. He does not, for example, need to be an accomplished performer of folk-dances. But an acquaintanceship with the various kinds of folk-dancing, their distinctive values, what kinds of instrumental and spatial equipment they respectively require and where to look for qualified instructors will enable him to promote this activity in his center.

Aside from his official staff the school-center director may find other helpers among two classes of persons, (1) those who have special knowledge or skill to impart, and (2) those with some gift of personality, faith or enthusiasm. The former include dramatic coaches, dancing instructors, chorus directors, drawing teachers and many others of the professional and craftsman classes. The latter are the reformers, the leaders of social movements and the many men and women of unusual public spirit or devotion to human welfare. The services of the former must usually be purchased with money, and with skilful management this expense can generally be placed directly upon the consumers. The second class of helpers receive their pay in prestige, the satisfaction of ambition, and various sorts of spiritual rewards. The moving spirit of a neighborhood improvement association may boast of the amount of work for the community he is doing for nothing. In a monetary sense he may be stating a fact, but he is

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overlooking the pleasure he receives from the consciousness of public service performed and from the larger influence and opportunity incidental to his connection with the organization.

In every community there are many persons with genuine impulses toward altruistic activity. Of such are composed the large body of Sunday-school teachers and the volunteer leaders of social-settlement clubs. There is no reason why the same sources of leadership should not be more generally tapped by school-center officials. A little searching among successful lawyers, business men or college women will often discover an individual to whom the needs of a gang of boys or of a club of worthy but handicapped youths will make an irresistible appeal. In asking for the hour-and-a-half, one-night-a-week service for such a group the director will be oftenest successful if he presents his case squarely as a privilege and an opportunity to secure the rewards of unselfish service and the gratitude of growing human beings. No group will hold together long unless both leader and members get something out of the relation. Success in school-center engineering depends upon building group structures in which the mutuality of the benefit is real and clearly perceived by both of the composing elements. Since the activity is the point of contact for both leader and members, its selection becomes a matter of vital importance. Here is where this handbook comes in to do what it can.

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## I

### CIVIC OCCASIONS

NOTE.—In the following pages the full description of books—publisher's name, number of pages, price, etc.—is given only at the first reference. Each subsequent mention, however, is accompanied by the parenthesis “ see p. —,” giving the page where the descriptive information is to be found. The complete names and addresses of publishing firms are given on pages 119 to 123.

**Forum.**—A place devoted to the systematic discussion of public questions. The most important factor in the success of this activity is the leader or director. This person should have a commanding personality, be a firm believer in democracy, and have a wide acquaintance with living issues and people capable of discussing them. The leadership should be continuous and not handed around to various committeemen. Only so can an impartial and respectful attitude be systematically inculcated in the audience. The tone of the occasion is usually fixed by the introductory remarks of the leader, but assistance in producing an atmosphere of dignity can also be obtained by means of appropriate music and an invocation. A short period of congregational singing from some such book as *Social Hymns of Brotherhood and Aspiration*, collected by Mrs. M.

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H. B. Mussey (Barnes, 1914; 113 p. 35 cents a copy, \$25.00 per 100), or from lantern slides projected upon a screen, will accomplish this effect, and other aids which may be employed are special programs by singing societies, orchestras, and other musical organizations. A piano can often be borrowed from a music firm if a suitable advertisement is given. George W. Coleman, the chairman of the "Ford Hall Sunday Evening Meetings,"—as this notable Boston forum is denominated,—has written a series of invocations which are specially suited to non-sectarian occasions. They have been published under the title of *The People's Prayers: As Voiced by a Layman* (Griffith, 1914; 93 p. 50 cents).

In the conduct of the forum, resolutions and motions contemplating any sort of action or endorsement should be excluded. The ideal that the forum exists solely for the enlightenment and clarification of opinion, and not for action, should be held constantly before the audience. Some forums have, it is true, permitted resolutions, but this is a practice of doubtful wisdom in a public-school building.

A large part of the interest in forum meetings comes from the feeling of freedom and the belief that no single agency is endeavoring to enforce its notions upon the community. Great care should therefore be exercised to select the topics and speakers so that the ideal of impartiality and of giving equal opportunity to all sides will be constantly impressed upon the public. Questions over which strongly opposing views are held will naturally have the greatest draw-

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ing power, and if the forum management consistently seeks equally able speakers on both sides it will retain both the confidence and the interest of the public. In the selection of speakers the effort should always be to secure those who by reason of special study, experience or ability have an authoritative standing in the field of the subjects they discuss. Here are some actual forum topics:

- The family and the moral crisis
- Working and owning for a living
- The discipline of struggle
- The United States: Pacemaker or Peacemaker?
- What work should give us besides bread
- Will democracy endure?
- After prison—what?
- Militancy and morals
- From absolute monarchy to pure democracy  
in industry
- Government intervention in idleness

The expenses of some forums are met by voluntary subscriptions and collections, while others are endowed. At the outset it will ordinarily be possible to engage speakers without payment, but as time goes on it will be necessary to pay an honorarium, if worth-while lecturers are to be obtained. Forum meetings are usually not held oftener than once a week, and the hour is best determined by consulting local customs.

Valuable hints regarding the practical conduct of forums may be obtained from the monthly periodical *The Community Forum* (710 Ford Building, Boston, Mass.; subscription, eight issues, 75 cents), a suc-

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cessor to *Ford Hall Folks*. Further information regarding Ford Hall is obtainable in the book *Democracy in the Making*, a symposium edited by its leader, George W. Coleman (Little, 1915; 332 p. \$1.50). The Cooper Union forum, from which Ford Hall obtained its inspiration, was described by its founder, Charles Sprague Smith, in his book *Working With the People* (now out of print but accessible in many public libraries). Suggestions as to topics and sources of speakers may be obtained from pages 385-395 of *Wider Use of the School Plant*, by Clarence Arthur Perry (Survey, 1913; 423 p. \$1.25).\*

**Memorial exercises.**—Meetings in memory of prominent persons recently deceased or of catastrophes having notable public consequences. The usual program includes appropriate music and formal addresses by distinguished persons. Sometimes an original poem is read by its author. Resolutions of sympathy for survivors are oftentimes passed and occasionally the first steps are taken in the raising of funds for relief or for some fitting memorial. These occasions offer opportunities for giving a note of dignity and seriousness to the community-center work.

**Mock city council.**—An activity best suited to clubs of youths. The members of the clubs are allotted to various wards or municipal districts which they represent in a miniature common council. The officers ordinarily found in a municipal council are

\* Since going to press this book has gone out of print, but it will probably be found in many public libraries.

## COMMUNITY CENTER ACTIVITIES

elected. After completion of the organization the council proceeds to propose and enact ordinances, appropriate funds, discuss civic improvements and transact the usual business of a city council. This activity affords its members excellent training in debating and an opportunity to acquire a valuable stock of civic information.

**Mock legislature.**—In this activity, which is also adapted to a society of young people of high-school age, the various members are assigned to state assembly districts which they represent in a miniature legislative body. A speaker, clerk, sergeant-at-arms, and other appropriate officers are elected. The House then convenes, bills are proposed and debated, resolutions are offered,—all the varied transactions of a state legislature are carried on in imitation of the reality. A high-school instructor in civics ordinarily makes a good leader for this organization. The leader usually acts as the speaker of the House and in that capacity not only decides points of procedure but endeavors to hold the proceedings up to a serious and profitable level.

This activity is called a mock congress when organized in imitation of the United States Senate and House of Representatives. The mock congress may be set up purely for amusement. It is so described in a bulletin of the University of Texas (Extension series No. 45, March 25, 1914). As an entertainment it becomes only a one-evening affair. The House is then usually divided into two parties of nearly equal strength, the "Conservatives" and the "Radicals,"



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with a few "Independents" whose votes are eagerly sought by the opposing bodies. Both parties try to elect a chairman and vie with each other in attempts to pass bills and amendments, and the debates are the occasion of much fervid oratory.

**Mock naturalization hearings.**—Exercises patterned after the hearings given in courts held for the purpose of determining the qualifications of aliens for citizenship. This dramatized form of civic instruction can be used to vary the regular class work for immigrants, or it can form an evening's entertainment for the entire center. Before imitating such a hearing a director might well attend the local naturalization court and witness an actual proceeding. The hearings at the school center could then be modeled closely after the real affair.

A pamphlet entitled *The School and The Immigrant* (Publication No. 11, 1915; Division of Reference and Research, Department of Education, City of New York) contains suggestions and a bibliography which will be found useful in efforts in behalf of the Americanization of foreigners. A booklet giving the information required to pass examinations for naturalization is *Civics for Coming Americans*, by Peter Roberts (Association Press, new enlarged edition, 1917; 118 p. paper, 50 cents).

**New citizens' receptions.**—These exercises may take the form of either banquets or public meetings, or both. On one occasion at the Los Angeles High School, a banquet was tendered the new citizens of the preceding six months, by representative old citi-

## COMMUNITY CENTER ACTIVITIES

zens, each of whom paid for two plates and sat down beside a new citizen as his guest. There were toasts and responses and patriotic music. At meetings held for the reception of the newly naturalized, they were called upon the platform to receive their certificates. Oftentimes these are handed out by the judge of the naturalization court, who thereupon extends the right hand of fellowship. Sometimes a small American flag is presented with the certificate. Addresses are made by the mayor and a judge or some prominent citizen. The G. A. R. drum corps or the high-school orchestra plays patriotic music. These receptions are given not only to the newly naturalized but to natives on becoming of age. They are sometimes called First Voters' Receptions. A civic ritual entitled *The New Citizenship*, by Percy Mackaye (Macmillan, 1915; 92 p. paper, 50 cents), has been devised for use upon such occasions as these. Authority for its use may be obtained by addressing the author in care of his publishers.

**Patriotic celebrations.**—Exercises appropriate to national and state holidays. In large cities on election nights and New Year's Eve special occasions are sometimes held in the school centers for the specific purpose of keeping children and young people off the crowded streets. The programs vary greatly in character. Patriotic songs, recitations, theatricals, tableaux, and addresses by public-spirited citizens are among the commoner features of these occasions.

A series of books entitled *Our American Holidays*, edited by Robert H. Schauffler (Moffat, 1915; each

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volume \$1.10, postpaid \$1.20), is composed of nine volumes covering the following holidays: Arbor Day, Christmas, Flag Day, Independence Day, Lincoln's Birthday, Memorial Day, Thanksgiving, Washington's Birthday, and Mothers' Day. Each book contains two or three hundred pages of prose and poetry selections revealing the origin and significance of the day. Some State Departments of Education issue booklets to be used by schools in the celebration of Memorial Day and other holidays (see under Holiday celebrations, p. 44). The *Catalogue of Plays and Entertainments*, for Schools, Dramatic Clubs, Churches and All Amateur Theatricals (Flanagan), gives the titles of various books helpful in arranging interesting and novel programs.

**Public discussions.**—Open meetings for the consideration of matters of general neighborhood or municipal import. A forum (see p. 24) is an organization for holding systematic public discussions but it generally specializes in questions of a controversial and universal character, while under this head there is contemplated those which have a more local reference and a basis in facts rather than principles. Nearly every elementary-school center is the focusing point of a neighborhood in which matters affecting the welfare of all the inhabitants are continually arising,—for instance, difficulties connected with garbage collection and disposal, sewerage, fire-extinguishing facilities, transportation arrangements, and school matters. In all these fields questions come up which can be wisely settled only after frank and gen-

## COMMUNITY CENTER ACTIVITIES

eral discussion. Very often some local organization such as the Taxpayers' Association, the Ward Improvement Club or some other kind of civic group takes up matters of this sort. In that case the school center's function is the easy one of offering the hospitality of its assembly room, if indeed the organization is not already using it. Sometimes such groups are meeting in halls or private quarters not sufficiently large for a mass-meeting, so that the offering of the school auditorium would give them encouragement and assistance. If the center is in a high-school building, matters of more general import to the municipality form the natural subjects for public discussion. Organizations for backing these occasions will be found among those devoted to public welfare of city-wide scope, such as the Public Education Association, the Playground Association, Federated Improvement Associations, or the Board of Trade.

Public discussions can be facilitated during election periods by offering the school auditorium for political rallies under partisan auspices. If equal opportunity is given to all the parties no public criticism will usually arise. Sometimes a civic club will ask all of the opposing candidates to appear on its platform the same evening, thus giving the public a chance to size them up under uniform conditions. An alert watchfulness for occasions of general civic significance will tend greatly to increase the value of the center to its patrons. A handy manual for use in this connection is *The Debater, Chairman's Assistant, and Rules of Order* (Dick, paper, 30 cents).

## CIVIC OCCASIONS

**Receptions to officials.**—Gatherings of citizens to greet public servants. Receptions may be given to the mayor, aldermen, school commissioner, district attorney, chief of police or any other public official. Such receptions may occur either immediately after assumption of office or later, an especially opportune time being just after some important achievement by the official who is to be thus honored. The program usually includes remarks by the president of the association under whose auspices the meeting is held, or by some other leading citizen secured for the purpose, who will also act as chairman. This is followed by a response from the guest of honor. Afterwards the citizens form in line and are received by him. Such an occasion gives the public an opportunity to show an appreciation of civic deeds of merit. It constitutes a fitting recognition of the official's enterprise and ability, and at the same time inspires him to commit himself to an even higher standard of duty.

**Society meetings.**—There is a large number of voluntary organizations having activities beneficial to the public whose vigor and longevity can often be helped through the offer of a meeting place in the school building. Generally such organizations are willing to stand the expense involved, but it would be a wise public policy to allow the school authorities a special appropriation for this purpose. Those whose activities are allied to that of public education, such as parent-teacher associations, should certainly be given the use of school accommodations without charge. A school-center management which delib-

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erately seeks opportunities for getting these organizations to meet in the school building will vastly increase the usefulness of its work. The organizations to which school privileges are often granted include the following:

Alumni Association	Local Council of Women
Associated Charities	Neighborhood Association
Chamber of Commerce	Parent-Teacher Association
Choral Society	Playground Association
Civic Association	Public Education Association
Civic Federation	School Extension Society
D. A. R.	Social Service League
Educational and Industrial Union	Social Settlement
Fortnightly Club	Twentieth Century Club
G. A. R. Post	Ward Improvement Association
Home and School League	Woman's Club
Ladies' Relief Corps	Woman's Municipal League

## II

### EDUCATIONAL OCCASIONS \*

**Community contests and Community fairs.**—These events are described in *Suggestions for Community Centers* (Bulletin 26, 1914, Department of Education, State of Washington). They provide particularly for exhibitions of rural school work. Either spring or fall is the time suggested and all of the accommodations of the school plant are called into service. Some time previous to the contest or fair the pupils are inspired to grow or to prepare produce for exhibition. During the course of the fair contests are held in apple-paring, box-making, stock-judging, rope-tying, and other activities of an agricultural nature. In addition to the exhibits and contests there are outdoor sports, public addresses, parades, band music, picture shows and other entertaining events. In other words, the events represent the old county harvest fair reduced to the proportions of a schoolhouse occasion.

**Community institutes.**—This activity is also described in the bulletin referred to in the preceding paragraph. The institute consists of a single day's

\* See explanatory note at the beginning of section I, page 24.

## COMMUNITY CENTER ACTIVITIES

program in which the forenoon is devoted to addresses and agricultural topics, the afternoon to judging stock, plotting gardens, and similar outdoor demonstrations, and the evening to music, illustrated lectures and other entertaining features. The subjects mentioned for institute purposes are: Good roads, libraries, marketing, health, high schools, courses of study, labor-saving devices for the home, live-stock breeding, co-operation, etc.

**Conferences.**—Another name for a series of public meetings and discussions. The institute described in the preceding paragraph might be called a conference.

**Exhibitions.**—Occasions for displaying the results of the activities of some organization. Exhibitions of school work are sometimes held, at which drawings, various articles of handicraft, sewing, cookery, pieces of furniture and other products of the pupils are disposed for display in various classrooms. Exhibitions may also consist of physical activities of school children, such as drills, dances and marches (see Exhibition drills, p. 42).

**Lectures.**—Formal addresses by persons qualified by study or experience to speak upon a given topic. Professional lecturers of course require a fee. It is possible sometimes, however, to secure lectures gratuitously from persons who desire to render a public service. Many propagandistic organizations have persons in their employ accustomed to make public addresses, which are frequently of such a formal and instructive character as to go under the head



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of lectures. If the occasion offers an opportunity for advancing the purpose of the organization the lecturer may be engaged without other charge than his traveling expenses. The university extension department of the state university generally maintains a corps of lecturers whose services can be easily obtained for suitable audiences. Various social agencies possess lantern-slide collections which are loaned usually at the cost of transportation charges. Oftentimes a local speaker can use these borrowed lantern slides in giving an instructive illustrated lecture or talk.

Some organizers of public lectures have the faculty of securing interesting addresses from people of local prominence in the professional or the business world who are not in the habit of doing much public speaking. The tendency of many untrained speakers is to be abstract and dull. A banker asked to talk upon "Banking as a profession," might be prosy and unentertaining, whereas if he were given as his subject "Bankers I have known, and why they have succeeded or failed," the probability is that if he kept to his topic his remarks would be unusually interesting. If speakers can be persuaded to impart actual experiences in concrete terms the result is usually entertaining. Further suggestions upon the organization of public lectures will be found in Chapter 7 and Appendix A of the book *Wider Use of the School Plant* (see p. 27).

**Loan art exhibits.**—Exhibits of paintings, drawings, etchings, tapestries, and bric-à-brac loaned

## COMMUNITY CENTER ACTIVITIES

for the purpose by the owners. For such an exhibition the director of a center can obtain considerable help from the supervisor of drawing, the art department of a high school, a society of artists, or a committee of prominent persons. Sometimes magazine publishers will loan their collections of original drawings and cartoons. Groups having some local prestige will generally be more successful in persuading owners of valuable paintings and other objects of art to loan them than will any single school-center individual. If persons of artistic ability can be interested they can render great aid in arranging the exhibit so as to secure the best effects.

**Talks.**—Addresses of less formal character than lectures. Usually less preparation is given to a talk than to a lecture. The references given as sources of lecture topics in the preceding paragraph on Lectures will be found useful in arranging talks.

**Team industrial contests.**—Competitions between schools of a city, of a county, or of a state. The competing bodies are the manual-training departments of high schools, and the subjects of competition are usually sewing, cooking, woodwork, and other industrial courses. A full description with rules for these contests is given on pages 13–14 of *Suggestions for Community Centers* (see p. 35).

**Welfare exhibits.**—Charts, pictures, legends, panels and models especially devised for the graphic presentation of the facts obtained and recommendations made as a result of a study or survey of social conditions. These exhibits are frequently arranged

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by associations interested in public health and child welfare. Sometimes departments of health maintain traveling exhibits which can be secured for school-center purposes. An increasing number of voluntary associations interested in such social welfare movements as prison reform, the prevention of tuberculosis, and the promotion of social hygiene are using the exhibit method, and school-center directors can often borrow valuable educational features for their schools through correspondence with these agencies. Practical advice about exhibits of this character can be obtained by addressing the Department of Surveys and Exhibits of the Russell Sage Foundation, 130 East 22d Street, New York City. An organization which makes a business of arranging and setting up such exhibits is the National Child Welfare Exhibit Association, Inc., 70 Fifth Avenue, New York City.

### III

## ENTERTAINMENTS\*

**Amateur nights.**—This activity is suggested by the practice which has arisen in the vaudeville world of devoting an evening's program to numbers contributed by amateurs. The offerings usually include a variety of features, such as songs, banjo solos, clog dances, a monologue, a bit of legerdemain, a characterization, or some other entertaining stunt. The performances frequently take the form of a competition, when at the close of the program the performers are brought on the stage, indicated in turn by the stage manager, and judged by the audience, which manifests its preference by the strength of its applause.

**Cantatas.**—Selections of cantatas suitable for school-center presentation can be made from the following catalogues, which, besides giving a general description of each cantata, state the number of performers required, length of performance, and price of the vocal score. *A Descriptive Catalogue of Operas, Operettas and Cantatas for Children, Juveniles and Amateurs* (Schirmer); and the *Catalogue of Plays and Entertainments* (Flanagan).

\* See explanatory note at the beginning of section I, p. 24.

## ENTERTAINMENTS

**Choral singing.**—In the organization of choruses the selection of a leader is a matter of prime importance, as upon him often falls the task of generating the interest of the patrons. The most enduring form of organization is that in which the members of the chorus compensate the leader either in the form of money or service. The musical director of a large church may be induced to conduct a chorus on week-day evenings on the understanding that the chorus sing at special occasions in his church. Choral singing is sometimes called community-chorus work where the auditorium is devoted on Sunday afternoons to large groups or congregations engaged in singing popular and classic songs. Here fineness of musical effect is not so much aimed at as the contagion of musical enjoyment. A good text-book for elementary classes in chorus singing is the *Popular Method of Sight-Singing*, by Frank Damrosch (Schirmer; 164 p. paper 50 cents, boards 75 cents). Other useful books are: *Social Hymns of Brotherhood and Aspiration*, a collection especially designed for public assembly use (see page 24); *The Assembly Song Book*, by Frank R. Rix (Barnes; 190 p. boards 60 cents, \$45.00 per hundred); *Fifty-five Songs and Choruses for Community Singing* (Birchard, 1917; paper, 10 cents; *A Collection of Patriotic Songs* (Flanagan; 10 cents a copy, or \$1.00 per dozen); and *Pan-Collegiate Collection of Songs* (Witmark; 50 cents). Any standard hymn-book may also be used. Where a stereopticon is available songs may be written on lantern slides and thrown on the screen. A simple

## COMMUNITY CENTER ACTIVITIES

method of producing lantern slides containing songs is to write directly upon the glass with a fine-pointed, stiff pen, using India ink. Putting a cover glass over the side containing the writing and binding the two together with binding tape is a very simple matter.

**Concerts.**—Orchestral, banjo and mandolin, piano and phonograph concerts come under this head. Either amateur or professional talent may be employed according to the resources of the management. Concerts are sometimes given gratuitously for the sake of the advertisement by the musical organizations of large corporations. Local music teachers will often be glad to hold pupil recitals in the school-center for the sake of the publicity, but criticism might arise in case the audience was an invited one and the same privilege was not given to other music teachers. A novel old folks' concert entitled "The Mayflower Concert" is described on page 205 of *Entertainments for Every Occasion*, by Lucy C. Yendes and Walter F. A. Brown (Hinds, 1909; 261 pages, \$1.38).

**Dialogues.**—For list of dialogues consult the catalogues published by Dick & Fitzgerald, and the *Catalogue of Plays and Entertainments* (Flanagan).

**Exhibition drills.**—These may consist of wand, dumb-bell and gymnastic drills by school children or young people. Boy Scouts, Camp Fire Girls, cadet companies, and other juvenile organizations often provide entertaining features of this character. An inexpensive handbook is *Calisthenic Drills and Fancy Marching for the Class Room, No. 27R* of

## ENTERTAINMENTS

Spalding Athletic Library (American Sports Pub. Co. paper, 25 cents). This Library also contains books on *Dumb Bell Drills* (No. 214, 10 cents); *Team Wand Drills* (No. 16R, 25 cents); and others. A comprehensive list of drills and marches is included in the *Catalogue of Plays and Entertainments* (Flanagan).

**Feature dancing.**—Solo and group fancy dancing as features of an entertainment program. Some of the varieties are the clog, buck and wing, and athletic dances, which are best attempted by the boys and youths. Esthetic and interpretative dances are usually given by girls and young women. An ordinary bit of solo dancing is sometimes given an additional attractiveness through the provision of a special costume in keeping with the nationality or other distinctive characteristic of the dance.

**Festivals.**—The following books will be found valuable in organizing festivals for school centers:

*Festivals and Plays*, by Percival Chubb and Associates (Harper, 1912; 403 p. illus. \$2.00). Prepared by the Festivals Committee of the Ethical Culture School of New York City. Contains specimen programs for school use, and a general bibliography, as well as references on festival music and costumes.

*Folk Festivals; Their Growth and How to Give Them*, by Mary Master Needham (Huebsch, 1912; 244 p. \$1.25). A manual for school and civic bodies, containing ideas and plans for executing folk festivals.

*The Festival Book; May-Day Pastime and the Maypole*, by Jennette E. C. Lincoln (Barnes, 1912; 74 p. \$1.60).

## COMMUNITY CENTER ACTIVITIES

*A Guide and Index to Plays, Festivals and Masques, for Use in Schools, Clubs and Neighborhood Centers, compiled by the Arts and Festivals Committee of the Association of Neighborhood Workers (Harper; 44 p. 25 cents).*

See also references under Pageants, p. 48.

**Holiday celebrations.**—There is a growing practice in school centers of arranging special holiday programs. Certain holidays such as Washington's and Lincoln's Birthdays, Memorial Day and New Year's Eve, lend themselves especially to community celebrations. While Thanksgiving and Christmas are usually of a domestic character, even these days offer opportunities for some kind of appropriate exercises. In practically all urban communities there are many people living in boarding-houses and away from their own family circles for whom a community celebration would have its appeal. A common feature of a school-center Christmas celebration is that of a Christmas party at which there is a tree loaded with trinkets, and carols are sung, and Santa Claus takes part in the revels. Sometimes Yuletide frolics are held, in which scenes from the Merrie England days of "Good Queen Bess" are reproduced, when lords and ladies, servants, jesters and merry-makers appear in appropriate costumes upon the stage. School centers are also helping to revive the old customs of placing candles in the windows on Christmas Eve and of sending out groups of singers who regale the neighborhood with Christmas carols.

The references given under the head of Festivals



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in the preceding paragraph are useful in preparing holiday programs. To these may be added the following:

*Our American Holidays*, a series of nine volumes edited by Robert H. Schauffler (see p. 30).

*Festival Plays*, by Marguerite Merington (Duffield, 1913; 302 p. illus. \$1.25). One-act pieces for New Year's, St. Valentine's Day, Labor Day, Hallowe'en, Christmas, and a child's birthday.

*Holiday Plays*, by Marguerite Merington (Duffield, 1910; 164 p. \$1.25). A number of one-act plays suitable for the various holidays.

*Neighborhood Entertainments*, by Renée B. Stern (Sturgis, 1910; 297 p. 75 cents). Gives suggestions for increasing social pleasures in rural communities, by both home entertainments and club affairs.

*Entertainments for Every Occasion* (see p. 42).

Further suggestions may be obtained from the chapter on Holidays in *Social Activities for Men and Boys*, by A. M. Chesley (Association Press, 1913; 304 p. \$1.00). See also the *Catalogue of Plays and Entertainments* (Flanagan). Arbor Day Annuals are published by the State Departments of Education of Colorado, Connecticut, Indiana, Nebraska, New York, Ohio and Wisconsin. The State Education Departments of the following states also publish pamphlets giving suggestions for various holiday celebrations: Colorado, Michigan, New Mexico, North Carolina, Washington, and West Virginia.

**Impersonations.**—For suggestions as to subjects suitable for impersonations and hints upon the

## COMMUNITY CENTER ACTIVITIES

method of impersonating, see *Werner's Readings and Recitations*, a series, especially No. 27, entitled *Helen Potter's Impersonations* (Dick; each number in series, paper 35 cents, cloth 60 cents).

**Jules Verne entertainment.**—A form of entertainment in which the guests are taken upon a "Round the World Trip in Eighty Minutes." This activity is fully described on page 195 of *Entertainments for Every Occasion* (see p. 42).

**Lantern slides.**—Slides for use in stereopticons may be borrowed oftentimes from physicians, college professors, people who have traveled extensively, state education departments, university extension departments, and various associations engaged in social-welfare activity. Sometimes the manufacturers of stereopticons have large collections of slides for sale or for loan. Generally sets of lantern slides are owned by the lecturer who uses them, but many collections do exist which can be borrowed and successfully used by any person accustomed to public speaking.

**Legerdemain.**—See *Dick's 100 Amusements for Evening Parties*, also *The Parlor Magician, or One Hundred Tricks for the Drawing Room* (Dick; each, paper 30 cents); and *Simple Conjuring Tricks that Anyone can Perform*, by Will Goldston (Lippincott; 35 cents).

**Masques.**—This is a form of dramatic presentation in which dancing, pantomime and song are all combined. For suggestions see *A Guide and Index to Plays, Festivals and Masques* (see p. 44).

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**Minstrels.**—Suggestions about program and make-up, and material of every description for use in the presentation of minstrel shows, can be obtained from M. Witmark & Sons, Mail Order Department, 144 West 37th Street, New York City, and from Dick & Fitzgerald, 18 Ann Street, New York City. A useful handbook is *The Witmark Amateur Minstrel Guide and Burnt Cork Encyclopedia*, by Frank Dumont (Witmark, \$1.00). For additional references see the catalogues of A. Flanagan Company and Samuel French.

**Monologues.**—For lists of monologues consult the catalogues of the following publishers: Dick & Fitzgerald, A. Flanagan Company, and Samuel French.

**Motion pictures.**—The use of motion pictures as a regular form of entertainment necessitates the installation of a permanent booth with suitable projection apparatus using standard-sized films. For an occasional performance before a small audience it is possible to use a portable projection machine which takes a special film of such slow-burning composition that it is permitted by insurance underwriters and fire departments to be used in machines not housed in booths. Since the user of the latter machine is limited to the library of films owned by its manufacturers, it is well to inquire into the extent of their library and to consider well the amount of use motion pictures will have before installing such an outfit. For the maintenance of regular motion-picture exhibitions it is necessary to have not only the permanent booth and standard-sized machine but to em-

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ploy a licensed operator and ticket-takers and to engage a film service. Oftentimes the school center director will find it advisable to organize a committee of business and professional men to assist him in the management of the enterprise. With skill and care, wholesome and attractive motion pictures can be furnished to a neighborhood on practically a self-supporting basis.

**Musical sketches.**—For a list, see *Catalogue of Plays and Entertainments* (Flanagan).

**Nights of all nations.**—A series of four or five evenings' entertainments devoted to activities characteristic of various foreign nations. Each evening's program is representative of a certain nation or group of nations, and the chief features are monologues, impersonations, feature dances, and music. The decorations of the hall are national in character. This activity is mentioned on page 28 of *Social Activities for Men and Boys* (see p. 45).

**Operettas.**—For suggestions see *A Descriptive Catalogue of Operas, Operettas and Cantatas for Children, Juveniles and Amateurs* (Schirmer); and *Catalogue of Plays and Entertainments* (Flanagan). Samuel French and Oliver Ditson Company also catalogue a number of amateur and juvenile operettas.

**Pageants.**—Pageants are ordinarily produced out of doors, but small affairs may be staged in fair-sized auditoriums. The school center may function best in the production of a large pageant by affording a place for organization and administration and for the rehearsing of the various episodes and interludes

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previous to the time of the final production. The following references will be found useful:

The American Pageant Association aims to establish a standard for pageant and festival work and serve as a clearing house for information in this field. Its scope includes all dramatic and festival activities of a distinctly community character. Associate members (annual dues, \$1.00) receive all Bulletins and other material issued from time to time. The Secretary is Miss Virginia Tanner, 26 Arlington Street, Cambridge, Mass.

*Community Drama and Pageantry*, by Mary Porter Beegle and Jack Randall Crawford (Yale University Press, 1916; 370 p. \$2.50). A practical treatise on pageant staging, acting, grouping, music and dances, as well as the writing of the book of the pageant, and the work of organization. Full bibliography.

*Handbook of American Pageantry*, by Ralph Davol, (Davol, 1914; 236 p. illus. \$2.50). The philosophy and psychology of the pageant, its structural composition, and detailed suggestions for presentation.

*Pageants and Pageantry*, by Esther Willard Bates and William Orr (Ginn, 1912; 294 p. illus. \$1.25). All the pageants are so divided that they may be given as a whole or as individual episodes. Six chapters on staging, costuming, organizing, and writing of amateur pageants and plays.

*Patriotic Pageants and Plays for Young People*, by Constance D'Arcy Mackay (Holt, 1914; 223 p. \$1.35). One-act plays for young people suitable for schools, summer camps, boys' clubs, historical festi-

## COMMUNITY CENTER ACTIVITIES

vals, social settlements and playgrounds. Each play deals with the youth of some American hero. Full directions for simple costumes, dances, and music.

*Plays of the Pioneers*, by Constance D'Arcy Mackay (Harper, 1915; 174 p. illus. \$1.00). Six pageant scenes, almost all of which have been acted as episodes in historical plays written and staged by the author, and are here altered to apply to any part of the country. Practical hints on music, sources, costuming, and producing of pageants.

**Pantomimes.**—For suggestions see *The Book of Tableaux and Shadow Pantomimes*, by Sarah A. Frost (Dick, 180 p. paper 30 cents, boards 50 cents); *Dick's Parlor Exhibitions* (Dick, 160 p. paper 30 cents); and *Shadow Pantomimes* (French, 25 cents). For additional references see *Catalogue of Plays and Entertainments* (Flanagan).

**Readings.**—See the catalogues of the following: Dick & Fitzgerald, A. Flanagan Company, Samuel French, and Hinds, Hayden & Eldredge.

**Rehearsals.**—School centers can increase their activities and do a useful service by offering their accommodations to amateur organizations for rehearsal purposes. Voluntary choruses, orchestras, banjo, guitar and mandolin clubs, glee and dramatic clubs will often be glad to avail themselves of the use of a school room for rehearsal purposes.

**Singing-society contests.**—Competitions between choral or singing societies. These competitions are often held among the German Gesangvereinen. Another example is to be found in the Welsh Eisteddfod.

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These organizations suggest activities which might well be emulated in school centers.

**Story-telling.**—A story-telling hour is a frequent and popular feature of school library or reading room activities. References:

*Art of Story-Telling: With Nearly Half a Hundred Stories*, by Julia Darrow Cowles (McClurg, 1914; 269 p. \$1.00). Some chapters are: Story-telling in the home; Why tell stories in school? How to choose stories for telling; The telling of the story, etc.

*Favorite Stories of the Library Reading Clubs*, compiled by Anna C. Tyler (New York Public Library, 1915; 18 p. 5 cents).

*Good Stories for Great Holidays*, by Frances Jenkins Olcott (Houghton, 1914; 461 p. \$2.00). A collection of 120 stories arranged for story-telling.

*For the Story-Teller*, by Carolyn Sherwin Bailey (Bradley, 1913; 261 p. \$1.50). Suggestive especially to the inexperienced story-teller. Discusses various types and shows the special appeal of the beginning, the suspense element, the climax, the instinct story, dramatic story, and story with a sense appeal. Bibliography.

*Some Great Stories and How to Tell Them*, by Richard T. Wyche (Newson, 1910; 181 p. \$1.00).

*Stories and Story-Telling*, by Angela M. Keyes (Appleton, 1911; 286 p. \$1.25). Contains 75 short stories for children.

*Stories to Tell Children*, by Sarah Cone Bryant (Houghton, 1907; 243 p. \$1.00). Contains 51 stories with some suggestions for telling.

## COMMUNITY CENTER ACTIVITIES

**Stunt nights.**—For this activity each club or department of the school center contributes some feature for the evening's program. As described on page 93 of *Social Activities for Men and Boys* (see p. 45), one club put on the Highland Fling in costume, another gave a tableau, the glee club sang, and several other departments provided various stunts. Suggestions for stunts may be obtained from *How to Amuse an Evening Party* (Dick, 131 p. paper, 30 cents).

**Tableaux.**—These are sometimes known as living pictures. Shadow pantomimes also come in this category. The subjects reproduced embrace historical scenes, reproductions of famous pictures, and statuary. Sometimes the tableaux illustrate a poem. Where electric-light connections are available it is not a difficult task to set up a frame on a stage which will act as a setting for the pictures. Lights can easily be set at the back and sides of the frame so as to illuminate the subjects presented. See references given under Pantomimes, page 50; also the books *Tableaux Vivants*, by J. V. Pritchard (French, 25 cents), describing eighty tableaux; *Bethlehem Tableaux*, by J. K. Chessire (Dutton, 1913; 102 p. illus. \$2.00); and pages 227–240 of *Neighborhood Entertainments* (see p. 45).

**Theatricals.**—Dramatic productions are offered in school centers by individual clubs or societies or by the young people of the center as a whole. These presentations are usually of interest mainly to the friends of the producing organization and their rivals.



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Sometimes the work of amateur talent affords enjoyment to a much wider public circle. In any case the presentation of plays, dramas, comedies and farces is a thoroughly worth-while activity for a school center. In some school systems the work is being greatly stimulated by allowing successful groups of players to put on their productions at other centers than the one where it was originally produced. Through an exchange system of this kind the large amount of labor connected with such a production is made to increase its radius of entertaining efficiency. The offer of the opportunity to give the play in other centers if it is successfully put on in the home center affords a strong stimulus to the players.

The Drama League of America, 736 Marquette Building, Chicago, Ill., publishes several lists of plays suitable for amateurs. Suggestions may also be obtained by consulting the catalogues published by Dick & Fitzgerald, the Dramatic Publishing Company, A. Flanagan Company and Samuel French; and *A Guide and Index to Plays, Festivals and Masques for Use in School, Clubs and Neighborhood Centers* (see p. 44). A number of helpful books are:

*Costumes and Scenery for Amateurs, A Practical Working Handbook* by Constance D'Arcy Mackay (Holt, 1915; 258 p. \$1.75). Includes chapters on amateurs and the new stage art, costumes and scenery. Illustrations show the principal costumes needed for plays, pageants, and festivals for adults and children; also for the folk play, fairy play, his-

## COMMUNITY CENTER ACTIVITIES

torical play, and romantic play. The scenes include indoor and outdoor sets, both mediæval and modern.

*Educational Dramatics*, A Handbook on the Educational Player Method, by Emma Sheridan Fry (Moffat, 1913; 69 p. 50 cents). A guide for amateur actors, embracing the proper presentation of plays, stage business, etc.

*How to Produce Children's Plays*, by Constance D'Arcy Mackay (Holt, 1915; 151 p. \$1.25). Gives a history of the children's play movement, its sociological aspects and suggestions for new fields, with practical chapters on play producing, scenery, costumes, and properties. Graded list of plays for public-school use, a list for special holidays, for out-of-doors, for settlements, for boys, for girls, and for group reading; also a list of helpful books for directors.

*Neighborhood Entertainments*, Chapter V (see p. 45).

*Plays for School Children*, by Anna M. Lütkenhaus (Century, 1915; 250 p. \$1.25). A collection, with suggestions for their presentation, of twenty plays, pageants and pantomime stories selected from those given by the students of Public School No. 15, New York City.

*Townsend's Amateur Theatricals* (Dick; paper, 25 cents).

**Vaudeville.**—For suggestions consult the catalogues of Dick & Fitzgerald, A. Flanagan Company, Samuel French, and M. Witmark & Sons.

**Wax works.**—References: *Mrs. Jarley's Far-Famed Wax Works* (French; in four parts, 25 cents

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each, or in one volume, \$1.25); and *Dick's 100 Amusements for Evening Parties*, pages 100–122 (see page 46). Consult also the *Catalogue of Plays and Entertainments* (Flanagan).

**Welsh Eisteddfod burlesque.**—Described on page 92 of *Social Activities for Men and Boys* (see p. 45).

## IV

### HANDICRAFTS\*

The organization of handicraft classes consists essentially in connecting groups with leaders. Often this is happily accomplished by getting the prospective instructor to give a preliminary talk upon the delightfulness and importance of his particular handicraft. Ordinarily the expense of the instruction and supplies can be put upon the members of the class. The membership fees should be sufficient to remunerate the leader and cover the cost of such material as needs to be purchased for all. Having each group self-supporting tends also to make the membership more constant and of a more worth-while character. After paying their fees members will feel like continuing to the end. Classrooms can be utilized for many of the handicrafts enumerated in the following pages. The principal protective requirement is usually a board to cover the desk top. Of course at the close of the evening session all evidences of the work must be cleared away and special arrangements will have to be made for the storage of the material and utensils used, but with a little thought these difficulties can be obviated.

\* See explanatory note at the beginning of section I, p. 24.

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The increase in the number of crippled and partially maimed persons as a result of the European war has stimulated a special interest in crafts that are suitable for the bodily handicapped. A work designed to meet this need is *Handicrafts for the Handicapped*, by Herbert L. Hall and Mertice M. C. Buck (Moffat, 1916; illus. \$1.25). Chapters are devoted to the following crafts: Baskets, woven and sewed; Chair-seating, cane and rush; Netting; Weaving; Bookbinding; Cement working; Pottery; Light blacksmithing.

Under the various handicrafts listed below references are given to books which will be found helpful to teachers and pupils.

### **Aeroplane-making.—**

*Harper's Aircraft Book*, by Alpheus Hyatt Verrill (Harper, 1913; 344 p. illus. \$1.00). Why aeroplanes fly; how to make models, and all about aircraft, little and big.

*Kitecraft and Kite Tournaments*, by Charles M. Miller (Manual Arts Press, 1914; 144 p. illus. \$1.00). Section on aeroplanes, gliders, etc.

### **Basketry.—**

*Basket Making*, by T. Vernetta Morse, in "How To Do It" series (Flanagan; 30 p. illus. paper, 25 cents).

*How to Make Baskets*, by Mary White (Doubleday; 225 p. \$1.20).

*Industrial Work for Public Schools*, by Martha A. Holton and Alice F. Rollins (Rand, 1904; 134 p.

## COMMUNITY CENTER ACTIVITIES

illus. 90 cents), has a section on splint, rattan and raffia baskets.

*Inexpensive Basketry*, by William S. Marten (Manual Arts Press, 1912; 44 p. illus. 25 cents). A teacher's manual on construction of coiled baskets.

*Practical and Artistic Basketry*, by Laura Rollins Tinsley (Barnes, \$1.00).

*The Art Crafts for Beginners*, by Frank G. Sanford (Century; 1913; 270 p. illus. \$1.29 postpaid). Has a section on basketry.

*The Handicraft Book*, by Anne L. Jessup and Annie M. Logue (Barnes, 1913; 123 p. illus. \$1.00). Gives instructions for basketry, chair-caning, cord, raffia and weaving.

### **Bead work.—**

*Bead Work*, and *300 Designs for Bead Work*, by T. Vernetta Morse, in "How To Do It" series (Flanagan, illus. 25 cents each).

*Industrial Work for Public Schools* and *The Art Crafts for Beginners* (see Basketry, p. 57) have sections on bead work.

### **Bent-iron work.—**

*Venetian Iron Work*, by T. Vernetta Morse, in "How To Do It" series (Flanagan, illus. 25 cents).

### **Bookbinding.—**

*Bookbinding for Beginners*, by Florence O. Bean (School Arts Publishing Company, \$1.25).

*The Art Crafts for Beginners* (see Basketry, p. 57) has a section on bookbinding.

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### **Chair-caning.—**

*The Handicraft Book* (see Basketry, p. 57) includes instruction in chair-caning.

### **Clay modeling.—**

*Clay Work*, by Katherine M. Lester (Manual Arts Press, 1908; 94 p. illus. \$1.00).

*How to Teach Clay Modeling*, by Kellogg (Flanagan; 63 p. linen, 25 cents).

*When Mother Lets Us Model*, by Helen Mortimer Adams (Moffat; illus. 75 cents). A text-book for children on modeling.

### **Crocheting.—**

*Artistic Crochet*, *The Craft of the Crochet Hook*, *The Home Art Crochet Book*, and *The Modern Crochet Book*, in the Home Art series, edited by Flora Klickmann (Stokes; illus. 75 cents each).

### **Drawing.—**

The Prang Company are publishers of art text-books for all grades of students, also A. Flanagan Company and Milton Bradley Company.

### **Dressmaking.—**

*Art in Dress, with Notes on Home Decoration*, by Lydia Bolmar and Kathleen McNutt (Manual Arts Press, 35 cents), was prepared to meet the need in high schools and normal schools for a text on the fundamental principles of art in dress, millinery and home decoration.

*The Dressmaker* (Butterick; \$1.00, 75 cents to schools) covers all matters connected with sewing and dressmaking.

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### **Embroidery.**—

*Art in Dress, with Notes on Home Decoration* (see Dressmaking, preceding paragraph) has a chapter on principles of design, color, etc., applied to embroidery.

*Embroidery*, by T. Vernetta Morse, in "How To Do It" series (Flanagan, 40 p. illus. 25 cents).

*The Cult of the Needle*, in the Home Art series, edited by Flora Klickmann (Stokes, 75 cents).

### **Fancy Work.**—

*Harper's Handy-Book for Girls*, by Anna P. Paret (Harper, 1910; 348 p. illus. \$1.50). Part one explains many things a girl can make for utility or adornment. The second part is occupied with arts and crafts—simple metal work, leather work, tapestry, bead work, etc., including chapters on the art of enameling, jewelry-making, and block-printing. The third part explains an extensive variety of needle and fancy work.

### **Hammock-making.**—

*Practical and Artistic Basketry* (see Basketry, p. 57) describes cord-work, including hammock-making.

### **Jewelry-making.**—

*Art Metalwork*, by Arthur F. Payne (Manual Arts Press, 1914; 186 p. illus. \$1.50).

*Educational Metalcraft, A Practical Treatise on Repoussé, Fine Chasing, Silversmithing, Jewelry and Enameling*, by P. Wylie Davidson (Longmans, \$1.40).

*Harper's Handy-Book for Girls* (see Fancy Work above).



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### **Kite-making.**—

*Kitecraft and Kite Tournaments* (see Aeroplane-making, p. 57) treats of all kinds of kites, from the simplest to model aeroplanes.

*The Construction and Flying of Kites*, by Charles M. Miller (Manual Arts Press, 1909; 32 p. illus. 25 cents).

### **Knitting.**—

*The Modern Knitting Book*, in the Home Art series, edited by Flora Klickmann (Stokes, 75 cents).

### **Leather work.**—

*Leather Work*, by Adelaide Mickel (Manual Arts Press, 1913; 53 p. 75 cents).

*The Art Crafts for Beginners* (see Basketry, p. 57) has section on leather work.

### **Millinery.**—

*Art in Dress, with Notes on Home Decoration* (see Dressmaking, p. 59) has a chapter on principles of design applied to millinery.

*Illustrated Milliner*, a monthly trade publication (Illustrated Milliner Company; single copies 50 cents, annual subscription, \$4.00). Used by some classes for its depiction of latest styles in hats and trimmings.

*Practical Millinery Lessons*, by Julia Bottomley (Illustrated Milliner Company, 1914; 125 p. illus. \$1.25).

*Ribbons Beautiful* (Illustrated Milliner Company, \$1.00) describes and pictures the making of ribbon trimmings and novelties.

## COMMUNITY CENTER ACTIVITIES

### **Painting.**—

For references see Drawing, p. 59.

### **Pyrography** (*leather and wood*).—

*Pyrography and Flemish Carving*, by T. Vernetta Morse, in "How To Do It" series (Flanagan, 30 p. illus. 25 cents).

*The Art Crafts for Beginners* (see Basketry, p. 57) has a section on pyrography.

### **Raffia.**—

*The Handicraft Book* and *Industrial Work for Public Schools* (see Basketry, p. 57) have sections on raffia. See also other references under Basketry.

### **Rug-making.**—

*Hand-Loom Weaving, A Manual for School and Home*, by Mattie Phipps Todd (Rand, 1914; 160 p. illus. 90 cents).

### **Sewing.**—

*A Sewing Course for Teachers*, Comprising Directions for Making the Various Stitches and Instruction in Methods of Teaching, by Mary Schenck Woolman (Fernald, 1915; 141 p. illus. \$1.50; with mounting book for practice pieces, \$3.50).

*Harper's Handy-Book for Girls* (see Fancy Work, p. 60).

*Needlecraft*, by Effie Archer Archer, a volume in the Work and Play Library (Doubleday, \$1.00).

*The Dressmaker* (see Dressmaking, p. 59).

*The Sewing Book*, by Anne L. Jessup (Butterick,

## HANDICRAFTS

60 cents). Sewing and simple garment-making for primary and grammar grades.

### **Sheet-metal work.—**

*The Art Crafts for Beginners* (see Basketry, p. 57) has a section on sheet-metal work.

*Working in Metals*, by Charles C. Sleffel, a volume in the Work and Play Library (Doubleday, \$1.00).

### **Stenciling.—**

*Needlecraft* (see Sewing, p. 62) has a chapter on stenciling.

### **Wireless telegraphy.—**

*Harper's Wireless Book*, by Alpheus Hyatt Verrill, in "Tell-Me-How" series (Harper, illus. \$1.00). How to use wireless electricity in telegraphing, telephoning, and the transmission of power.

### **Wood-carving.—**

*Wood-carving*, by Simmonds (Allen Bros., sold by Manual Arts Press; 50 cents). An elementary treatise with suggestions on chip-carving.

### **Woodwork.—**

*Box Furniture*, by Louise Brigham (Century; 350 p. illus. \$1.60).

*Carpentry and Wood Work*, by Edwin W. Foster, a volume in the Work and Play Library (Doubleday, \$1.00).

*Essentials of Woodworking*, by Ira S. Griffith (Manual Arts Press, 1908; 190 p. 75 cents). A text-book for high schools and upper grades.

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*Jolly Book of Boxcraft*, by Patten Beard (Stokes, 1914; 188 p. illus. \$1.35). How to make the buildings and furniture of Boxville, and games which the children can play.

*Manual Training Toys for the Boy's Workshop*, by Harris W. Moore (Manual Arts Press, 1912; 111 p. illus. \$1.00). A collection of 42 projects with working drawings, designed for upper grades of elementary schools.

*The Art Crafts for Beginners* (see Basketry, p. 57) has a section on woodworking.

## V

### MENTAL CONTESTS\*

**Arithmetical calculations.**—Sometimes called a “Cifering Match.” As described on page 17 of *Suggestions for Community Centers* (see p. 35), this activity is run off much like a spelling match. Two leaders choose sides from among all the persons in the audience who are willing to participate in a rapid calculation contest. The examples used are confined to the four primary processes of addition, subtraction, multiplication and division. The two last chosen go to the board first. A problem is given and both set to work. The one arriving at the correct answer first “turns down” his opponent. The winner then takes on another one from the opposing line, and has the privilege of selecting the rule of arithmetic in which the second contest will occur. If one person turns down three of his opponents in succession, he takes a place in the reserve and may be called again after all of his colleagues are given a chance. In each dual contest the decision is given to the one calling out the correct answer first. The side which has a contestant remaining after all the people on the other side have been defeated wins.

\* See explanatory note at the beginning of section I, p. 24.

## COMMUNITY CENTER ACTIVITIES

**Checkers tournaments.**—These competitions may be inter-club, or inter-school-center. As conducted in the New York school centers, each team consists of six persons and the minimum age limit is eighteen years. The winning team receives a championship trophy. The second team also receives some kind of a reward. References: *Hoyle's Games*, by "Trumps" (Dick, cloth \$1.25, boards 75 cents, paper 50 cents), a manual of all games of skill and chance. See Dick & Fitzgerald's catalogue "Useful Books" for titles of other works on checkers, chess and similar games.

**Chess matches.**—References same as in preceding paragraph.

**Debates.**—In addition to single debates there may be debating tournaments between clubs, school centers or city school-center systems.

References:

*Both Sides of One Hundred Public Questions Briefly Debated*, by Edwin DuBois Shurter and Carl Cleveland Taylor (Hinds, \$1.38). A handbook for debaters and all interested in literary or debating societies. Under the questions are given the main lines of argument, affirmative and negative, all on present-day subjects, stated in concise propositions, which cover the issues on one side or the other. The arguments are followed by references.

*Debaters' Handbooks* (Wilson, \$1.00 each). Twenty-four titles including such subjects as woman suffrage, world peace, trade unions, income tax. They furnish the main arguments on both sides of the

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question, necessary historical dates, bibliography, briefs, etc.

*Debating for Boys*, by William H. Foster (Sturgis, 1915; 172 p. \$1.00). Written especially for boys' clubs and Boy Scout organizations.

*Elements of Debating*, by Leverett Samuel Lyon (University of Chicago Press, 1913; 136 p. \$1.00). What debating means and how to do it; where to read for information; questions with suggested issues, and brief bibliography, together with a list of debating propositions.

*How to Conduct a Debate* (Dick, 50 cents). A series of complete debates, outlines of debates and questions for discussion.

*Intercollegiate Debates* in six volumes; Volume I edited by Paul M. Pearson, Volumes II-V by Egbert Ray Nichols (Hinds, \$1.65 each). Each volume contains a number of complete debates. A large number of economic and governmental questions are covered.

*Pros and Cons*, by A. H. Craig (Hinds, \$1.65). A number of questions are fully outlined and in addition the book contains chapters on how to organize a society and rules for governing debates, also a list of 250 questions for debate.

*The Manual of Debate*, by Ralph W. Thomas (American Book Co., 80 cents).

**Declamation contests.**—These contests may be inter-club, inter-center, inter-town, or inter-county. Rules for a county contest are stated on page 10 of *Suggestions for Community Centers* (see p. 35). References: *Pieces that Have Taken Prizes in Speak-*

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*ing Contests*, by A. H. Craig, and *New Pieces that Will Take Prizes in Speaking Contests*, by Harriet Blackstone (Hinds, \$1.38 each). The same publishers also put out *College Men's Three-Minute Declamations* and *College Girls' Three-Minute Readings*, by H. C. Davis (\$1.10 each). Consult also the catalogues of Dick & Fitzgerald and A. Flanagan Company.

**Dramatic-club tournaments.**—These are contests between dramatic clubs in the production of original plays. It is usually stipulated that the play may not require longer than twenty minutes for presentation and may be written by any member of the club. If many clubs enter the contest, one set of judges sees each of the plays produced at some central auditorium and selects four of the best productions. Later these four ranking productions are presented, one after another, at a special occasion, and the final award is made by a committee of dramatic experts. At the final contest an admission fee may be charged and the proceeds used in meeting the expenses of the competition.

**English-grammar contests.**—These are run off in the same manner as a spelling contest. Two sides are chosen and a series of incorrect sentences read off. Each contestant is asked to make the correction. Material for these contests may be assembled by consulting several standard grammars.

**Essay competitions.**—This activity is described on page 126 of *Social Activities for Men and Boys* (see p. 45). See also Ogden's *Skeleton Essays* (Dick, 50



## MENTAL CONTESTS

cents), a condensed treatise on popular subjects with suggestions as to enlarging them into essays.

**Mock trials.**—References: Pages 44 and 94 of *Social Activities for Men and Boys* (see p. 45). Consult also the catalogues of Dick & Fitzgerald and A. Flanagan Company.

**Pronunciation matches.**—Carried on like spelling matches except that the leader spells and the contestants pronounce the words.

**Spelling bees.**—Competition rules are given on pages 9–10 of *Suggestions for Community Centers* (see p. 35). Consult also page 127 of *Social Activities for Men and Boys* (see p. 45).

**Story-telling contests.**—Described on page 27 of *Social Activities for Men and Boys* (see p. 45). The contest may take the character of a fake affair in which the effort is to see who can spin the most improbable yarn, or it may be of the more intellectual type, in which there is an endeavor to tell the best story, whether humorous, pathetic, or thrilling.

## VI

### NEIGHBORHOOD SERVICE\*

**Baby conferences.**—Centers to which mothers bring their babies for information and advice. Each infant is weighed once a week and a report kept of its physical condition. A nurse is in daily attendance and clinics are held by doctors twice a week during the winter and daily during the summer. Follow-up work is done by the nurse to see that instructions are properly carried out.

To stimulate interest in these conferences baby contests may be held. The method followed in New York under the auspices of the Babies' Welfare Association is as follows: A preliminary examination of each infant is made and definite instruction given the mothers for the improvement of their condition, during a stated period, usually three or six months. Intensive follow-up work is carried on to hold the mothers' interest and insure effective work. At the end of the contest period the babies are again examined, and the one recording the greatest improvement receives a prize, as does also the baby of perfect condition which has been kept so throughout the contest.

\* See explanatory note at the beginning of section I, p. 24.

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**Check-room.**—A place for checking hats, coats, wraps, and parcels. The ordinary schoolroom with its desk tops as spaces for laying the articles makes a practical place for this service,—one which is particularly necessary during entertainments and social functions in other parts of the building.

**Clinics.**—Dispensaries and classrooms of school buildings are now and then used as places for medical service and instruction, especially in connection with the ailments of children. A dental clinic is often the means of an important welfare service. During epidemics the establishment of centers in school buildings where medical advice and instruction can be given is a worth-while accomplishment. This activity is especially suitable for centers in which school dispensaries are located.

**Cooperative buying.**—Neighborhood clubs may sometimes be brought together for the purpose of buying at wholesale rates certain needed supplies. Mothers' clubs, parent-teacher societies and taxpayers' associations are frequently interested in the matter of a community market.

**First aid.**—Immediate service to the slightly wounded or ill can sometimes be rendered in school dispensaries. Instruction in first aid may also be given. See reference on page 108.

**Health talks.**—A series of addresses on health subjects may often be arranged in school centers. This activity is especially helpful during a time of epidemic or an unhealthy season. Assistance in getting up such a feature can be obtained from the local

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health department, medical societies, and nurses' associations.

**Information bureau.**—Advice and information regarding employment, local regulations, industrial opportunities, real-estate conditions, naturalization, and matters of similar import can sometimes well be given in school centers. This activity is especially important in districts which customarily receive large numbers of foreigners and can well be administered by a person having a knowledge of several languages.

**Library station.**—The use of a classroom, basement-room, or any suitable place as a branch of a public library. Such a station may be in charge of a trained librarian and open regular hours every day or on certain specified times of the week for the exchange of books and the use of reference privileges.

**Reading room.**—This activity is frequently a part of library-station work. In districts which are remote from public libraries and Y. M. C. A.'s, the establishment of a reading room is a distinct neighborhood benefit. Newspapers, periodicals, and reference books may be obtained through donations from influential, public-spirited citizens. A systematic collection of discarded magazines and periodicals from members of the community will be likely to develop considerable material. An ordinary classroom can be used for this purpose, providing arrangements have been made to take care of the books and other property of the day pupils. This problem could be met by the installation of lockers for the pupils.

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**School savings bank.**—Savings banks now exist in about 2,000 public schools, affording an excellent means for training children in habits of thrift. This movement is being promoted by many savings and loan associations. Page 310 in *Helping School Children*, by Elsa Denison (Harper, 1912; 352 p. \$1.40), is devoted to an account of school savings banks. See also the *Annual Report of the United States Commissioner of Education*, 1910, Volume I, page 137 (U. S. Bureau of Education).

**Study room.**—A classroom set aside for the use of children who desire to prepare their home work at the school. This facility is especially helpful to children living in crowded districts, where the home conditions are unfavorable to study.

**Vocational guidance bureau.**—A place where counsel is given to young people regarding life callings. School authorities and industrial and welfare organizations are giving increasing attention to the subject of occupational adjustments. The whole matter is still, however, fraught with such obstinate difficulties that persons qualified to give helpful counsel to individuals are scarce. Those who have given the subject special study are occasionally encountered on the staffs of school boards and in the faculties of high schools and colleges, and among the members of social settlements and local charitable organizations. A vocational counsellor should be familiar with all classes of mental and physical characteristics, and have some knowledge of experimental

## COMMUNITY CENTER ACTIVITIES

psychology, as well as wide information upon the requirements of the various callings.

A useful source of information upon certain occupations is to be found in the *Vocational Monographs* which form part of the published reports of the Cleveland (Ohio) Education Survey, which was carried on under the direction of Leonard P. Ayres. These monographs can be obtained from the Division of Education, Russell Sage Foundation, New York, at 25 cents each, and they comprise the following titles: *Department Store Occupations*; *Boys and Girls in Commercial Work*; *Railroad and Street Transportation*; *The Printing Trades*; *The Garment Trades*; *Dressmaking and Millinery*; *The Building Trades*; *The Metal Trades*. *Wage Earning and Education*, by R. R. Lutz (50 cents) gives the gist of the various industrial studies conducted by the survey.

Extensive studies of certain special trades, such as bookbinding, artificial flower-making and millinery, have been made by the Division on Industrial Studies, Russell Sage Foundation, 130 East 22nd Street, New York City, from which detailed information regarding these publications can be obtained. References to literature upon psychological tests can be found by consulting the files of the *Journal of Educational Psychology* (Warwick & York; yearly subscription \$2.50), and the catalogue of its publishers.

Other references are:

*Bulletins of the Vocation Bureau of Boston*, Meyer Bloomfield, Director, 6 Beacon Street, Boston.

## NEIGHBORHOOD SERVICE

*Profitable Vocations for Boys*, by Eli W. Weaver (Barnes, 1915; 282 p. \$1.00).

*Profitable Vocations for Girls*, by Eli W. Weaver (Barnes, 1915; 212 p. 80 cents).

*Readings in Vocational Guidance*, by Meyer Bloomfield (Ginn; 723 p. \$2.25), is a collection of the most significant magazine articles, addresses, and other contributions to the literature of the subject, many of them not published elsewhere.

*Vocational and Moral Guidance*, by J. B. Davis (Ginn, 1914; 303 p. \$1.25).

*Vocational Guidance—The Teacher as a Counselor*, by J. Adams Puffer (Rand, 1914; 306 p. illus. \$1.25).

*Vocational Guidance of Youth*, by Meyer Bloomfield (Houghton, 1911; 123 p. 60 cents).

The National Vocational Guidance Association (W. Carson Ryan, Jr., Secretary, Bureau of Education, Washington, D. C.) has been formed for the purpose of coöperating with public schools and other agencies interested in the furtherance of this important movement.

## VII

### PHYSICAL ACTIVITIES\*

The interrelated subjects of play and physical growth have in recent years received much attention from serious students of human welfare. The results of their labors have been found so acceptable by society that now the direction, standardization and development of games has become a highly specialized and important occupation. Experts in this field are able to offer us textbooks in which a large variety of sports and games are described in detail, their intricate points made clear by diagrams, and so well explained that by the aid of these handbooks many games can be successfully conducted by any intelligent novice. The following sources of information do not comprise by any means all of the books in this field, but they have been carefully examined and seem to us the most useful ones for the purposes of those carrying on school-center activities. The presentation of these sources is in alphabetical order, and not that of rank. It would be impossible to make an arbitrary rating, as all four have individual excellences.

*Play: Comprising Games for the Kindergarten, Playground, Schoolroom and College; How to Coach*

\* See explanatory note at the beginning of section I, p. 24.



## PHYSICAL ACTIVITIES

and Play Girls' Basket Ball, etc., by Emmett Dunn Angell (Little, 1910; 190 p. 52 illus. \$1.50).

The book contains:

Chapters on The Value of Play, The Relation of Play to Gymnastics, Public Playgrounds, The Equipment of the Playground, The Director of the Playground, The Classification of Games—Primary and Kindergarten, Grammar, High, College; and How to Teach Games.

Jump the Shot; 34 Ball Games; 19 Tag Games; 11 Racing Games; 23 Miscellaneous Games; 7 Individual Games; 9 Schoolroom Games; 8 Games in the Water.

Chapter on Basket Ball for Women: The Coach—The Center—The Guard—The Forward—Team Work—Officials and Players.

*Games for the Playground, Home, School and Gymnasium*, by Jessie H. Bancroft (Macmillan, 1909; 456 p. 23 illus. \$1.50).

Table of contents:

Introduction—To the Teacher of Games.

Counting-out; Choosing Sides; Who's "It"?

Miscellaneous Active Games—Quiet Games—

Feats and Forfeits—Singing Games.

Balls and Bean Bags: a. Specifications for Balls,

Bean Bags, and Marking Grounds, etc. b.

Bean Bag and Oat Sack Games. c. Ball

Games.

Indexes:

Games for Elementary Schools, First to Eighth Years.

## COMMUNITY CENTER ACTIVITIES

Games for High Schools.

Games for Playgrounds, Gymnasiums, and Large Numbers.

Games for Boys' and Girls' Summer Camps:  
a. Active Games. b. Quiet Games.

House-party and Country-club Games: a.  
Active Games. b. Quiet Games.

Games for Children's Parties: a. Active  
Games. b. Quiet Games.

Seashore Games.

Alphabetical Index.

*Education by Plays and Games*, by George E. Johnson (Ginn, 1907; 234 p. illus. 90 cents).

Table of contents:

Introduction by G. Stanley Hall.

Part 1.—The Theory, History, and Place of Play in Education. Chapter I—The Meaning of Play; II—Play in Education; III—The Periods of Childhood and their Relation to a Course of Plays and Games.

Part 2.—A Suggestive Course of Plays and Games. Period One (Ages 0-3)—Period Two (Ages 4-6)—Period Three (Ages 7-9)—Period Four (Ages 10-12)—Period Five (Ages 13-15).

Bibliography—Index.

*Spalding Athletic Library* (American Sports Pub. Co.). The titles in this library cover practically the whole range of indoor and outdoor games and athletics. They come in two forms of paper-covered booklets, one series costing ten cents postpaid, and the red-cover series (indicated by "R" following the

## PHYSICAL ACTIVITIES

number) costing twenty-five cents postpaid. A complete catalogue may be obtained by addressing the publishers.

The Playground and Recreation Association of America, 1 Madison Avenue, New York City, deals directly with the problems of public recreation. It keeps in touch with the recreation development throughout the country and serves as a clearing house for information. It publishes *The Playground* (\$2.00 per year, 25 cents per copy), a monthly magazine devoted to play and public recreation, and a large number of pamphlets on all phases of the recreation movement.

**Apparatus work.**—Physical exercises which are carried on in connection with gymnastic apparatus. As a rule, it is not safe to offer this activity without the assistance of a skilled instructor. Aside from the danger in the use of apparatus without expert direction, it is impossible to obtain the best physical results if special instruction is not afforded. Much specific information regarding exercises suitable for different pieces of apparatus can be obtained from various booklets of the *Spalding Athletic Library* (see preceding page).

**Archery.**—This is usually an out-door sport, but it can be carried on in a large gymnasium or long corridor. For references see page 157 of Johnson's *Education by Plays and Games* (see p. 78), and No. 43R of the *Spalding Athletic Library* (see p. 78).

**Athletic feats.**—Athletic contests and various forms of wrestling matches, races and miscellaneous

## COMMUNITY CENTER ACTIVITIES

feats are described on pages 245-254 of Bancroft's *Games for the Playground, Home, School and Gymnasium* (see p. 77).

**Bag-punching.**—Full instructions are given in *How to Punch the Bag, No. 191* of the *Spalding Athletic Library* (see p. 78).

**Ball games.**—The invention of soft balls, such as the basket ball, volley ball and indoor baseball, has made it possible to enjoy indoors a wide variety of active games. Hitherto play of such a vigorous nature was largely limited to the open air. All the games in the list below are suitable for indoor use. Bancroft's *Games for the Playground, Home, School and Gymnasium* (see p. 77) describes twenty-three of these games which are practicable in classrooms with fixed desks. These latter are easily distinguishable because preceding the description of each game as given by Bancroft a statement is made of the number of players required and the space—such as playground, gymnasium, schoolroom or parlor—for which the game is suitable. Angell's *Play* (see p. 76) also devotes a section to schoolroom games. In the following list, references to the books described on pages 76-78 are made by giving the authors' names, except in the case of the *Spalding Athletic Library*, when "Spalding" is used to indicate it. Those starred ( \* ) are feasible in classrooms having fixed desks and seats.

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Game	References	Game	References
*Arch Ball	Bancroft p. 321	Line Football	Angell p. 74
Babylonian Ball	Johnson p. 212	Medicine Ball	Angell p. 54
*Balloon Ball	Bancroft p. 325		Johnson p. 210
	Johnson p. 107,	Mount Ball	Bancroft p. 387
	172		Johnson p. 210
*Blind Target	Angell p. 94	Name Ball	Angell p. 63
Bombardment	Angell p. 61	Newcomb	Johnson p. 213
	Bancroft p. 334		Spalding No. 41R
Captain Ball	Johnson p. 85	Nine-court Bas-	
	Bancroft p. 338	ket Ball	Bancroft p. 388
	Johnson p. 212	One-goal Basket	
Captain Basket		Ball	Angell p. 75
Ball	Angell p. 88	One Old Cat	Johnson p. 108
Center Base	Bancroft p. 354	*Overtake	Bancroft p. 393
	Johnson p. 161	Parlor Hockey	Spalding No. 43R
*Circle Ball	Angell p. 56	Pass Ball	Angell p. 63
	Bancroft p. 356	Pass Ball Relay	Bancroft p. 395
	Johnson p. 107	Pin Ball	Angell p. 92
Circle Dodgeball	Bancroft p. 364		Spalding No. 43R
Corner Ball	Angell p. 83	Pin Football	Angell p. 91
	Bancroft p. 359	Plug Ball	Angell p. 68
	Johnson p. 171	Ring Ball	Johnson p. 174
Corner Keep Ball	Johnson p. 211	*Round Ball	Bancroft p. 401
Crackabout	Bancroft p. 360		Johnson p. 109
	Johnson p. 171	School Ball	Johnson p. 108
Crowd Ball	Angell p. 69	*Schoolroom Cap-	
Curtain Ball	Angell p. 73	tain Ball	Bancroft p. 353
	Bancroft p. 361	*Schoolroom	
Dodgeball, Circle	Bancroft p. 364	Dodgeball	Bancroft p. 369
Dodgeball, In-		*Schoolroom Vol-	
formal	Angell p. 59	ley Ball	Bancroft p. 402
	Bancroft p. 363	Scrimmage Ball	Angell p. 64
	Johnson p. 172		Johnson p. 211
Dodgeball, Pro-		Spud Ball	Bancroft p. 404
gressive	Bancroft p. 366		Johnson p. 171
Drive Ball	Bancroft p. 375	Square Ball	Bancroft p. 404
	Johnson p. 172	Stool Ball	Bancroft p. 406
Emperor Ball	Bancroft p. 346	Straddle Ball	Angell p. 60
Fist Ball	Bancroft p. 376	Straddle Pin Ball	Angell p. 61
*Fox and Squirrel	Bancroft p. 93	Swat Ball	Angell p. 79
Hand Ball	Bancroft p. 380	Tether Ball	Bancroft p. 409
	Spalding No. 13		Spalding No. 43R
Horse and Rider	Angell p. 94	*Toss Ball	Bancroft p. 412
Human Target	Angell p. 72	Touch Ball	Angell p. 57
Indoor Baseball	Angell p. 58	Two Old Cat	Johnson p. 109
	Spalding Official	Volley Ball	Angell p. 89
	Annual No. 9		Bancroft p. 413
Keep the Ball	Angell p. 78		Johnson p. 213
	Johnson p. 172		Spalding No. 43R
Kick Ball	Angell p. 80	*Zigzag, Circle	Bancroft p. 419
Kicking Baseball	Angell p. 71	*Zigzag, Line	Bancroft p. 421

**Basket ball.**—References: Angell's *Play* (see p. 76) contains a chapter on "How to coach and play girls' basket ball." Full instructions are given in the *Handbook of Athletic Games for Players, Instructors*

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and Spectators, by Jessie H. Bancroft and William Dean Pulvermacher (Macmillan, 1916; 627 p. \$1.50). In the *Spalding Athletic Library* series (see p. 78), are the following handbooks: No. 7, *Spalding's Official Basket Ball Guide*; No. 7A, *Spalding's Official Women's Basket Ball Guide*; and No. 193, *How to Play Basket Ball*. Regulations covering tournaments between clubs and school centers are to be found in *Spalding's Public Schools Athletic League Official Handbook, No. 313*. The price of each booklet is ten cents.

**Billiards.**—For a discussion of the value of billiards and pool-table features see pages 222–229 of *The Church and the People's Play*, by Henry A. Atkinson (Pilgrim Press, 1915; 259 p. \$1.25). A catalogue describing the regulation-size billiard tables may be obtained from The Brunswick-Balke-Collender Company, 623–633 South Wabash Avenue, Chicago, Ill. Catalogues for smaller sized tables are issued both by the above-named firm and by the E. T. Burrowes Company, Portland, Me.

**Boxing.**—References: Pages 214–216 of Johnson's *Education by Plays and Games* (see p. 78); and *Boxing, No. 25R* of *Spalding Athletic Library* (see p. 78).

**Calisthenics.**—The *Spalding Athletic Library* (see p. 78) contains a number of handbooks on calisthenics, among them *No. 22R, Indian Clubs and Dumb Bells and Pulley Weights*. For other titles see paragraph below on Drills.

**Classroom games.**—Those starred (\*) under Ball games (p. 80), Miscellaneous games (p. 85) and

## PHYSICAL ACTIVITIES

Races (p. 86) have all been devised with a view to their use in classrooms having fixed seats. Ten pages of Harry Sperling's *The Playground Book* (Barnes, 1916; 105 p. illus. \$1.80) are devoted to classroom games, many of those described being among those referred to above.

**Drills.**—The *Spalding Athletic Library* (see p. 78) includes the following: *No. 214, Graded Calisthenics and Dumb Bell Drills* (ten cents); *No. 10R, Single Stick Drill*; *No. 16R, Team Wand Drill*; and *No. 27R, Calisthenic Drills and Fancy Marching for the Class Room* (each 25 cents).

**Esthetic dancing.**—*Æsthetic Dancing*, by Emil Rath (Barnes; 28 illus. \$1.60), contains the most valuable dance steps and movements, carefully graded and clearly described.

**Fencing.**—The *Spalding Athletic Library* (see p. 78) has the following books on this subject: *No. 11R, Fencing Foil Work Illustrated*, and *No. 30R, The Art of Fencing* (each 25 cents). Their publishers carry a complete line of fencing supplies.

**Folk dancing.**—This delightful activity generally requires a trained instructor. Oftentimes the desire to form a class can be aroused by bringing in someone who has had special training in folk dancing for an introductory talk and demonstration. A skilful teacher can put a new class through several simple folk dances in a single evening. After this demonstration the formation of a class will not be difficult, and as a rule the members will be willing to contribute in fees the compensation required by the instructor.

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References: For a general discussion of the value of folk dancing, see *The Healthful Art of Dancing*, by Luther H. Gulick (Doubleday, 1910; 273 p. illus. \$1.40). For books containing descriptions of folk dances, together with the music and directions for their performance, consult the following:

By Elizabeth Burchenal.—*Dances of the People* (Schirmer; paper \$1.50, cloth \$2.50) contains 27 folk dances with music and directions. *Dances of the People*, a second volume of folk dances and singing games (Schirmer, 1913; 83 p. illus. paper \$1.50, cloth \$2.50), contains 27 folk dances of seven countries. *Folk Dances and Singing Games* (Schirmer, 1910; 92 p. paper \$1.50, cloth \$2.50) gives 65 dances, many of them used in the Public Schools Athletic League of New York City. *Folk Dances of Denmark* and *Folk Dances of Finland* (Schirmer, 1915; 95 and 87 p. respectively; illus. each, paper \$1.50, cloth \$2.50) contain 73 Danish and 65 Finnish dances. *Folk-Dance Music*, by Elizabeth Burchenal and C. Ward Crampton (Schirmer, 1908; 54 p. paper \$1.00, cloth \$2.00), is a collection of 76 characteristic dances of various nations.

By C. Ward Crampton.—*The Folk Dance Book* (Barnes, 1910; 82 p. \$1.60) contains music and descriptions of folk dances used in the New York City public schools. *The Second Folk Dance Book* (Barnes, 1913; illus. \$1.60).

By Caroline Crawford.—*Folk Dances and Games* (Barnes, 1909; 82 p. \$1.60) contains 39 folk dances of various nations, with music and instructions.



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*Dramatic Games and Dances for Little Children* (Barnes, 1914; 77 p. illus. \$1.60) contains music and full directions, well illustrated.

By Cecil J. Sharp.—The following books by this author are all on the folk dances of England. *The Country Dance Book*, in four parts (Novello: American agent for all these books, Gray; 1909; each part, paper \$1.25, cloth \$1.75). *Country Dance Tunes*, with Pianoforte Accompaniment, in eight sets, two sets to accompany each part of the *Country Dance Book* (Novello; 75 cents each set). *The Morris Book*, A History of Morris Dancing, with a Description of Dances as Performed by the Morris-men of England, in five parts (Novello, 1912; each part, paper \$1.25, cloth \$1.75). *Morris Dance Tunes*, with Pianoforte Accompaniment, in ten sets (Novello, 1912; \$1.00 each), give the music for the Morris dances described in *The Morris Book*. *The Sword Dances of Northern England*, in three parts (Novello, 1912; each part, paper \$1.25, cloth \$1.75), and *The Sword Dances of Northern England—Songs and Dance Airs*, in three parts (Novello, 1912; each part \$1.00); the first set is descriptive of the dances and the second set gives the songs and dance airs for these dances.

**Gymnastic competitions.**—Reference: Official handbook of the I. C. A. A., *Gymnasts of America*, No. 335 in the *Spalding Athletic Library* (see p. 78), price ten cents.

**Jiu jitsu.**—Reference: *Jiu Jitsu*, No. 21R in the *Spalding Athletic Library* (see p. 78), price 25 cents.

**Miscellaneous games.**—These include various

## COMMUNITY CENTER ACTIVITIES

games in which running, throwing and catching are combined. Those starred (\*) are suitable for classrooms with fixed desks.

Game	References	Game	References
*Bean Bag	Bancroft p. 303	*Kaleidoscope	Bancroft p. 122
Boston	Johnson p. 142	*Last Man	Bancroft p. 126
Bull in the Ring	Angell p. 133	*Old Man Tag	Bancroft p. 142
	Angell p. 110	Prisoner's Base	Angell p. 102
*Catch the Cane	Bancroft p. 56		Bancroft p. 157
*Changing Seats	Bancroft p. 62		Johnson p. 160
Drop the Handkerchief	Bancroft p. 63	*Quoits	Johnson p. 174
	Angell p. 139		Spalding, No. 167
	Bancroft p. 80	*Ring Toss	Johnson p. 111
Duck on the Rock	Bancroft p. 81	*Schoolroom Tag	Bancroft p. 172
	Johnson p. 170	Siege	Bancroft p. 174
*Faba Gaba	Bancroft p. 304		Johnson p. 212
	Johnson p. 110	Tenpins	Johnson p. 111
Fox and Chickens	Angell p. 142	Test Mettle	Johnson p. 214
	Bancroft p. 124	Three Deep Circle	Angell p. 114
Hill Dill	Angell p. 126		Bancroft p. 196
	Bancroft p. 105	Tommy Tiddler's Ground	Bancroft p. 197

**Races.**—With the development of indoor athletics a large number of contests involving short runs have been devised. Some of those which are suitable for school, gymnasium and playground are given herewith. Those starred (\*) can be played in classrooms having fixed seats. The references are to the books described on pages 76 to 78.

Race	References	Race	References
All-up Indian Club Race	Spalding No. 314	*Circle Seat Relay	Bancroft p. 71
*All-up Relay	Bancroft p. 45	*Double Relay	Bancroft p. 76
*Automobile Race	Bancroft p. 48	*Hopping Relay	Bancroft p. 106
*Bag Pile	Bancroft p. 303	Race	Bancroft p. 106
Basket Ball Goal Race	Angell p. 77	Human Burden	Angell p. 120
	Bancroft p. 329	Race	Bancroft p. 117
*Bean Bag Relay	Bancroft p. 312	Jumping Race	Johnson p. 169
*Blackboard Relay	Bancroft p. 53	Knapsack Race	Angell p. 124
Chariot Race	Angell p. 121	Leap Frog Race	Angell p. 122
	Johnson p. 169	*Mark Game Race	Angell p. 150
Circle Relay	Bancroft p. 70	Medicine Ball	Angell p. 124
		Pursuit Race	Johnson p. 210

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Race	References	Race	References
Obstacle Race	Angell p. 120 Johnson p. 169	Potato Spoon Race	Bancroft p. 155 Johnson p. 177
Pass Ball Relay	Bancroft p. 395	*Serpentine Race Shuttle Relay	Bancroft p. 173
*Potato Race	Angell p. 117 Bancroft p. 151 Johnson p. 167	Straddle Ball Race	Angell p. 118 Bancroft p. 202
Potato Shuttle Relay	Bancroft p. 154	*Wand Race Wheelbarrow Race	Angell p. 123 Johnson p. 169

**Roller-skating.**—Reference: *Roller-Skating Guide*, No. 282 in the *Spalding Athletic Library* (see p. 78), price ten cents.

**Singing games.**—Activities of this nature are enjoyed usually only by small children. In most cities young children are not admitted to school centers evenings but they are in some places—especially in the congested districts. Bancroft's *Games for the Playground, Home, School and Gymnasium* (see p. 16) gives a section, on pages 261–293, to singing games, many of them being accompanied by the music. Mari R. Hofer's *Children's Singing Games—Old and New* (Flanagan; 42 large p. illus. 50 cents) contains 39 singing games, complete with words, music and directions for playing. See also two works by Kate F. Bremner, *A Book of Song Games and Ball Games*, and *More Song Games* (Barnes; former, 40 p. \$1.40; latter, 42 p. \$1.60).

**Swimming.**—Reference: *At Home in the Water*, by G. H. Corsan (Association Press, 1914; 197 p. illus. \$1.00), devotes a section each to swimming, diving, life saving, water sports and natatoriums. *How to Swim*, No. 37R in the *Spalding Athletic Library* (see p. 78), price 25 cents.

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**Table games.**—Under this head come such games as bagatelle, checkers, chess, dominoes, fox and geese, lotto, parchesi, ping pong, solitaire, and tittat-toe. References: *Hoyle's Games*, by "Trumps," (see p. 66), is a manual of instruction for checkers, chess, dominoes, dice, backgammon and billiards; also card games. *How to Amuse an Evening Party* (see p. 52), and *Fireside Games* (Dick; paper, 30 cents).

**Tumbling.**—References: *Tumbling for Amateurs*, No. 56R in the *Spalding Athletic Library* (see p. 78), price 25 cents.

**Water sports.**—The following water sports, which are purely recreative and may be played without special training, are described on pages 155-161 of Angell's *Play* (see p. 76): Find the coin, find the plate, keep the ball, pull away, water basket ball, water push ball, water tag and water tug-of-war. Corsan's *At Home in the Water* (see p. 87), in a chapter on Water Sports, describes a variety of races, and water polo, basket polo and water hockey. All of these can be arranged for the school natatorium.

**Wrestling.**—References: Pages 179-180 of Johnson's *Education by Plays and Games* (see p. 78). *Wrestling*, No. 18R, and *How to Wrestle*, No. 44R in the *Spalding Athletic Library* (see p. 78), each 25 cents

## VIII

### SOCIAL OCCASIONS \*

**Alice in Wonderland social.**—This entertainment, described on pages 89–90 of *Social Activities for Men and Boys* (see p. 45), and devised to make more attractive the annual Y. M. C. A. “Open House,” can well be adapted to school-center occasions for acquainting the public with its activities. The guests are presented on their arrival to the “King and Queen of Hearts” seated on a throne, and the building throughout is transformed by decorations into a real Wonderland; the guests are waited upon by Alice’s friends,—the March Hare, the Cheshire Cat, the Cook, the Duchess, and many others,—who preside over the exhibit rooms, the Mad Tea Party, the concert given by the musical organizations, the gymnasium affairs, the aquatic meet in the Pool of Tears, and similar features of the evening.

**Amateur circus.**—“How to Promote and Conduct an Amateur Circus,” forms a section (pages 69–78) in *Social Activities for Men and Boys* (see p. 45).

**Banquets.**—Suggestions for a variety of banquets and dinners are given in *Social Activities for Men and Boys* (see p. 45), pages 31–34, and elsewhere in the

\* See explanatory note at the beginning of section I, p. 24.

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book. Ideas and suggestions for the conduct of dinners, luncheons, and teas are a leading feature of *Entertainments for Every Occasion* (see p. 42).

**Bazaars.**—Novel ideas for bazaars are to be found in *Entertainments for Every Occasion* (see p. 42). Among the various kinds described are a cake sale; children's fair; old-time market; pedlers' parade, and strawberry regale. In *Neighborhood Entertainments* (see p. 45), there is a chapter on "Money-making Entertainments," pages 279-289, which describes a Japanese fête, a Dutch fair or "Kirmess" and a German coffee party.

**Carnivals.**—As described in *Suggestions for Community Centers* (see p. 35), this activity is much like a country circus. Side shows and various features are assigned to groups of young people. The musical talent of the community is set to work upon a minstrel show. Among the entertaining functions are such things as a fish pond, where people are given poles and lines to fish for various packages; a picture gallery; biggest man in the world; candy and peanut venders; songs and tales; scales which over-weigh; fortune tellers; races, and various forms of "take-offs."

**Celebrations.**—Parties or entertainments in honor of some event or occasion. Holiday celebrations which have already been described (see p. 44) are generally of a patriotic type. In the celebration of New Year's Eve and Hallowe'en, the occasion takes on more of a social character and various forms of parties and other entertaining activities are in order.

## SOCIAL OCCASIONS

Suggestions for celebrations may be found in *Entertainments for Every Occasion* (see p. 42), and in *Social Activities for Men and Boys* (see p. 45).

**Charades.**—References: *Frost's Dramatic Proverbs and Charades*, *Frost's Parlor Acting Charades*, and *Dick's Parlor Exhibitions* (Dick; each, paper, 30 cents); *Comic Charades*, Parts I and II, by Stanley Rogers (French, 40 cents each); *Neighborhood Entertainments* (see p. 45); and *Indoor Games and Socials for Boys*, by G. Cornelius Baker (Association Press, 200 p. illus. 75 cents).

**Dances.**—Social dancing parties are to be distinguished from public dances. The former constitute a finer type of entertainment, since in them dancing becomes a vehicle for social life rather than an end in itself, as is too apt to be the case in public dancing. In a dancing party the enjoyability is enhanced by the fact that those selected for the occasion are generally bound by ties of association or acquaintanceship. To give variety, dancing parties may take different forms, among which the following are suggested: the Colonial dance, in which the minuet is a prominent feature; the contest dance, in which a prize is given to the couple dancing most gracefully; old-style dances and music set off against new-style; the old-fashioned dance; the funny dance, such as the scarecrow boys' costume dancing; costume dances, such as the black-and-white dance, in which all the costumes are confined to these two colors; and the "leap year dance," in which the ladies invite the gentlemen to be their partners.

## COMMUNITY CENTER ACTIVITIES

**Fake athletic meet.**—This activity is well devised for getting new members acquainted with each other. It consists of such events as a twenty-yard dash, carrying an egg in a teaspoon from start to finish; the running broad grin, in which the contestants stand facing the audience with an unchanging smile; the continuous glum event, in which the contestants try to stand before the audience without smiling while the latter guys them; the changeable horse laugh, etc. This entertainment and variations of it are fully described on pages 47, 87 and 122 of *Social Activities for Men and Boys* (see p. 45).

**Fortune-telling.**—This may be a feature of a social, or a fair or bazaar. For list of books giving instructions consult the catalogue of Dick & Fitzgerald.

**Mock auction.**—In which packages containing inexpensive "take-off" articles are sold to the highest bidder. Described on page 273 of *Neighborhood Entertainments* (see p. 45).

**Mock county fair.**—In imitation of the traditional county fair in which booths are set up and various sorts of exhibits put in. Described on page 88 of *Social Activities for Men and Boys* (see p. 45).

**Parties.**—*Entertainments for Every Occasion* (see p. 42), in a chapter on Miscellaneous Dinners and Parties, pages 131–208, describes the following parties, which can be adapted to school-center occasions: Bloomer social, Children's parties, Fortune-telling tea, Knickerbocker tea, Maize party, the Milkmaids' recreation, a New Year's tea, a Peanut party,



## SOCIAL OCCASIONS

and the Queen's reception. *Neighborhood Entertainments* (see p. 45) gives the following: Travel party, page 245; Music-club social, page 250; Mother Goose party, page 253. *Social Activities for Men and Boys* (see p. 45) contains a long list of activities suitable for social occasions. Parties suitable for boys' clubs are described in detail in *Indoor Games and Socials for Boys* (see p. 91). Another book offering practical suggestions for entertaining small clubs is *Social Entertainments*, by Lillian Pascal Day (Moffat, 138 p. illus. \$1.00). Original entertainments are suggested for each month in the year, and their respective holidays.

**Party games.**—The following party games are described in *Games for the Playground, Home, School and Gymnasium* (see p. 77); Animal Blind Man's Buff; Baste the Bear; Beast, Bird, or Fish; Blind Bell; Cat and Rat; Crambo; Do This, Do That; Exchange; Follow the Leader; Going to Jerusalem; Jacob and Rachel; Kaleidoscope; Menagerie; Observation; Railroad Train; Stage Coach; Wee Bologna Man; The Beater Goes Around, or Whip Tag; Trades, A Game of Pantomime; Find the Ring. A section (pp. 254-258) is given in the above book to Forfeits. In *Fireside Games* (see p. 88), the following party games are described: Cat and Mouse; Copenhagen; Dutch Concert; The Elements; Hunt the Hare; The Huntsman; Philharmonic Concert; Twirl the Trencher; Trades, a Game of Pantomime; Catch the Ring. Games suitable for parties are to be found also in *Indoor Games and Socials for Boys*

## COMMUNITY CENTER ACTIVITIES

(see p. 91); *Entertainments for Every Occasion* (see p. 42); *Neighborhood Entertainments* (see p. 45); and *Social Activities for Men and Boys* (see p. 45).

**Refreshment service.**—After meetings and social affairs light refreshments are sometimes offered. These will vary with the occasion and the facilities for serving them. *Entertainments for Every Occasion*, pages 207–208 (see p. 42), and pages 176–181 of *Indoor Games and Socials for Boys* (see p. 91), give various suggestions.

**Taffy pulls.**—A party, generally held in a domestic-science room or school kitchen, devoted to candy-making. *When Mother Lets Us Make Candy*, by Elizabeth and Louise Bache in “When Mother Lets Us” series (Moffat, 75 cents), gives recipes for sweets from simplest to most complicated varieties.

**Trip around the world.**—As described in *Suggestions for Community Centers* (see p. 35), this entertainment for rural neighborhoods consists in having the patrons ride around from house to house, at each of which a different form of entertainment is given. The first stop may be England, where persons dressed in English garb give a program of selections from Kipling, Dickens, or Shakespeare. Other houses represent other lands, as for instance, France, Italy, India, and Japan; and offer an appropriate program. This activity is susceptible of many ingenious forms and could be adapted to a school center by having the various entertainments in the different classrooms. The starting point in the lobby might be called the Grand Terminal Station and criers an-

## SOCIAL OCCASIONS

nouncing the departure of steamers could set the different parties in motion.

**Trip to the moon.**—As described on page 91 of *Social Activities for Men and Boys* (see p. 45), this consists of a sort of panoramic exhibition, with many taking part in character costume. The entire building may be used, and as each party is conducted through the halls they come in contact with demons and various nondescript animals. Gusts of wind from electric fans, and flashes of lightning from electric lights and strong reflectors, varied with thunder from a tin sheet and bowling balls, form some of the interesting features of the trip. Among the sights are the River Styx (the swimming pool), with small boat to ferry travelers over; the Chamber of Groans (a room full of giants), and Saturn's Den (a room filled with caged animals); Moon Pathway (corridor of good paintings); Delmonico's (refreshments); and Moon Station (gallery of pretty girls). For further suggestions see the book.

## IX

### CLUB AND SOCIETY MEETINGS\*

One of the easiest ways of increasing the volume of school-center work is that of systematically extending hospitality to voluntary associations. Since these societies largely take care of themselves they add little to the expense or administrative burden of the center. Their activity usually proceeds from two or three moving spirits. Many such dynamic individuals exist in every community and often it requires only a word to hitch them to a cause and surround them with a following. Then comes the question of where the new organization, once it is formed, can meet, and this frequently is a problem hard to solve satisfactorily. The searching, enterprising director who suggests to such leaders the open door of the schoolhouse can thus aid materially in the building up of a new and important association.

The following list includes the names of societies which are found in neighborhoods and often have their meeting-place in the school building. Where they do not now exist they may be cultivated by dropping a suggestion in the ears of potential leaders

\* See explanatory note at the beginning of section I, p. 24.

## CLUB AND SOCIETY MEETINGS

and initiators of such groups. Their respective activities are so well known that little needs to be said regarding them. A few hints are given as to sources of leadership.

**Agricultural clubs.**—Groups of boys and girls brought together for the purpose of pursuing some phase of rural-life activity. Among the subjects in which these clubs are interested may be mentioned corn-growing, hog-raising, canning, bread-making, sewing and home-making. Bulletins and pamphlets describing the organization and the conduct of these clubs may be obtained from the extension departments of state colleges of agriculture, state boards of agriculture, state normal schools, and the United States Department of Agriculture, Washington, D. C.

**Alumni association.**—A group of former graduates bonded together for the purpose of promoting the various interests of the school. While alumni associations do exist at some elementary schools, they are found in greater virility at high schools and colleges. Any old graduate of the school who lives in the neighborhood and feels a desire to forward its interests makes a potential leader of an alumni association.

**Athletic clubs.**—Groups of young people associated together for the purpose of pursuing some certain indoor or outdoor form of sport. These are a very common type of organization and are easily set in operation.

**Boy Scouts.**—While most of the scout activities

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take place in the out-of-doors, the headquarters for scout patrols and local councils may well be afforded in school centers. For information regarding the formation and conduct of Boy Scouts, address the Boy Scouts of America, 200 Fifth Avenue, New York City.

**Boys' clubs.**—References: *Books for Boys and Workers among Boys* (Association Press; paper, 25 cents), is a valuable bibliography of books for those working with boys as well as for boys themselves. *Guide to the Conduct of Meetings*, by George T. Fish (Harper; 190 p. 50 cents), aims to teach young people by practice in a novel and entertaining manner the principles essential to the management of all public gatherings where a knowledge of parliamentary usage is needed. *Boys' Clubs*, by Charles S. Bernheimer and Jacob M. Cohen (Baker, 1914; 136 p. \$1.00), is a practical guide for the club leader. Brief discussions on boy psychology, value of the club, its leader and his problems, and girls' clubs, are followed by suggestions for conducting club work. Contains a brief parliamentary guide, lists of themes for debates, topics for discussions, subjects for literary meetings, declamations and plays, a model constitution, etc. *Boys' Self-governing Clubs*, by Winifred Buck (Macmillan, 1903; 218 p. 50 cents), sets forth the knowledge gained from personal experience with boys' clubs. It contains many concrete suggestions for the club director. *Boy Life and Self-government*, by G. W. Fiske (Association Press, \$1.00), discusses such problems as boy life in the light of the race life, the

## CLUB AND SOCIETY MEETINGS

boy and his instincts, his struggles for character, the epochs of boyhood and youth, clubs for boys, by-laws of boy leadership, the boy's home and religion.

**Camp Fire Girls.**—A kindergarten or a classroom with movable seats makes a good meeting place for Camp Fire Girls. For information address the Camp Fire Girls of America, 461 Fourth Avenue, New York City. Reference: *Book of the Camp Fire Girls* (Camp Fire Girls, 1915; 128 p. illus. 25 cents) contains information about the organization in general, its emblems, costumes, ceremonies, and honors. The revised edition gives the latest information concerning "business honors" and the organization of local camp fires.

**Civic clubs.**—Associations of women and sometimes of men and women, as well as young people, having the purpose of improving local conditions by means of an awakened civic spirit. Suggestions as to programs and lines of activity may be found in the printed matter of the General Federation of Women's Clubs, for which apply to Mrs. Mary I. Wood, Bureau of Information, General Federation of Women's Clubs, Portsmouth, N. H. Other suggestions may be obtained by addressing the American Civic Association, 913-914 Union Trust Building, Washington, D. C., and the monthly periodical *The American City* (Civic Press, \$3.00 per year). See also references under Civics (p. 105).

**Committee meetings.**—Committees or associations already meeting in the schoolhouse or even those not located in the building may sometimes be

## COMMUNITY CENTER ACTIVITIES

accommodated in the principal's office or some classroom. Temporary groups of citizens are sometimes called provisional committees, etc. They may well be accommodated in the school center.

**Community-center association.**—A society organized for the specific purpose of carrying on or assisting in the maintenance or conduct of community centers. *The Community Center* (publication office Mount Morris, Ill.; annual subscription 50 cents), the monthly organ of the National Community Center Association, is a valuable informational guide for local associations. Practical suggestions for starting or furthering a school-center movement are given in *First Steps in Community Center Development* (32 p. 10 cents) and other publications of the Department of Recreation, Russell Sage Foundation, 130 East 22nd Street, New York.

**Dramatic clubs.**—Societies devoted to the study of the drama or to the production of plays and dramas. A leader or a coach may oftentimes be found in the person of some retired actor or actress, or an instructor of English in a high school or college. See references under Theatricals (p. 52).

**Fathers' club.**—An association of parents who are especially interested in local school affairs. Such clubs frequently exercise a continuous oversight in regard to the physical arrangements and hygienic conditions at the school, and are active in plans for new buildings or facilities, and any other matter affecting the local education facilities.

**Girl Scouts.**—An organization for girls similar to



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the Boy Scouts of America. For information address Girl Scouts, Inc., 527 Fifth Avenue, New York.

**Girls' clubs.**—Conducted in much the same way as boys' clubs. Leaders for these clubs may be found among teachers, kindergartners, and college women. For references see some of those given under Boys' clubs, page 98.

**Little mothers' clubs.**—Groups of girls upon whom falls much of the care of younger brothers and sisters. Conducted in some cities by nurses' committees or the health department; and may also be organized and run by school nurses.

**Mothers' club.**—A society found in many schools, which generally meets in the late afternoon in the kindergarten room, and is often organized by the kindergartner. The organization and conduct of mothers' clubs is fully described in *Home and School*, by Mrs. Mary Van Meter Grice (Sower; 154 p. 60 cents). See also Chapter II of *Wider Use of the School Plant* (see p. 27), and *Programs and Loan Papers for Mothers' Associations* issued by the Mother's Magazine (Cook; free pamphlet). *The Mother's Magazine* (Cook; yearly subscription \$1.50) also publishes for free distribution a pamphlet entitled *A Key to Child Training and Complete List of Books for Child Study*, by M. V. O'Shea (Cook). Information regarding the organization of mothers' clubs may be obtained from the Personal Service Bureau of this magazine and from the National Congress of Mothers and Parent-teacher Associations, 910 Loan and Trust Building, Washington, D. C. The official organ of the National

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Congress is *The Child-Welfare Magazine* (Child-Welfare Company; yearly subscription \$1.00). Another source of information is The Children's Bureau, U. S. Department of Labor, Washington, D. C., which will send free of charge on request copies of its publications.

**Musical organizations.**—Banjo and mandolin clubs, glee clubs, choral societies, orchestras, drum corps and brass bands may be encouraged to meet at the school center by offering places for rehearsal. These organizations can frequently be started by finding a leader and helping to secure members, and may usually be made self-supporting.

**Neighborhood improvement association.**—This is a common form of the taxpayers' association, composed of residents of the neighborhood who are interested in all kinds of physical and public-service improvements. Sewers, transportation, street lighting, educational facilities, and mosquito extermination are some of the matters which concern this form of association, for which the school center is a logical meeting-place.

**Newsboys' club.**—A society of newsboys banded together for social, recreation and educational purposes. Leaders may be sometimes found among public-spirited college men, school teachers, or Y. M. C. A. men.

**Parent-teacher association.**—A society composed of parents and teachers interested in all that concerns children. For references see those given under Mothers' club, page 101.

## CLUB AND SOCIETY MEETINGS

**Society meetings.**—See paragraph under this head on page 33.

**Woman's club.**—Organizations of this well-known type have more often been the promoters of school-center activities than the beneficiaries of them. New women's clubs are, however, constantly arising and growing in importance. There is no intrinsic reason why a woman's club which originated in a school center should not grow into an independent body having its own quarters and identity apart from the school center. Embryonic organizations of this kind will be helped by the following sources of information regarding parliamentary procedure and programs:

*Club Woman's Handybook of Programs and Club Management*, by Kate L. Roberts (Funk; 194 p. 75 cents).

*Complete Club Book for Women*, and *Work and Programs for Women's Clubs*, two books by Caroline French Benton (Page, each \$1.25).

*Practical Programs for Women's Clubs*, by Alice Hazen Cass (McClurg; 168 p. 75 cents), suggests programs on Home Economics, Social Philanthropy, Education, Public Health, Art, Music, Travel, etc., with bibliography for each program.

*The Woman's Manual of Parliamentary Law*, by H. R. Shattuck (Lothrop; 75 cents).

## X

### VOLUNTARY CLASSES\*

The activities to be considered in this section are organized in much the same way as the handicraft activities described in section IV. Both contemplate groups of persons who have voluntarily come together for study or training of a more or less systematic character. These classes, in respect to formality and seriousness, lie somewhere between the night school and the club. The classes under this head are made up generally of somewhat older persons than those in the handicraft groups. They are also more apt to be mixed as to sex. Wherever three or four individuals are found who have a serious interest in some form of intellectual improvement, there is the material for a voluntary class. With a nucleus of several persons having a similar interest, others can usually be found without much difficulty. Transforming a club into a working organization is then accomplished by finding a leader. Such clubs by means of fees will ordinarily be able to recompense their leader and even provide for any incidental expenses.

**Art.**—The purpose of the class may be the study of

\* See explanatory note at the beginning of section I, p. 24.

## VOLUNTARY CLASSES

the history or appreciation of the graphic arts or may be that of training for the practice of painting, sketching, etching, sculpturing, photography, or any other form of graphic art. Instructors for such groups can generally be secured somewhere among the artists of the community or the art department of the high school or the local college. The leader will be best able to suggest whatever textbook is used. The Prang Company, A. Flanagan Company, and Milton Bradley Company are well-known publishers of art textbooks for all grades of students.

**Civics.**—The study of governmental institutions is of interest both to foreigners who are taking out naturalization papers, and to all persons, young and old, who wish to become active in civic reform. Leadership for such groups may be sought among Y. M. C. A. men and in the faculty of the local high school or college. Sometimes young lawyers will undertake this service. References: Leaders of such groups for young people will find useful the *Handbook of Civics Club Work* with Suggestive Programs for Several Types of Clubs, by Charles Kandel (City History Club, 1914; 20 p. 15 cents). It gives outlines of programs for classes in both local and general civics and for a civic council. *Civics for Coming Americans* (see p. 29) contains the questions and answers which new Americans have to answer. *Civics for New Americans*, by Mabel Hill and Philip Davis (Houghton, 1915; 125 p. illus. 80 cents) is used in some evening schools. *Course in Citizenship*, by Ella Lyman Cabot and others (Houghton, 1914;

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386 p. \$1.25), is adapted particularly for young folks. *First Lessons in Civics*, by S. E. Forman (American Book Co.; 224 p. 60 cents), gives an outline of American civics in simple language and from the legal point of view. *American Civics*, by A. G. Frandenburgh (Hinds; 285 p. \$1.15), explains the work of the federal departments, and state and town offices. *Civil Government*, by Paul Reinsch (Sanborn; 258 p. 60 cents), is written in simple language and illustrated with views of public works and buildings. *Preparing for Citizenship*, by William Backus Guitteau (Houghton, 1913; 238 p. illus. maps, 75 cents) an elementary text-book in civics, lays stress upon the spirit and functions of government rather than on its form, and emphasizes the ethical side of civics.

**Civil service.**—A common form of mutual study class for preparation for some branch of the civil service. Oftentimes a class of this kind will get along with a minimum of leadership, the consistent following out of the course of study being the main necessity of such a course. *How to Prepare for a Civil Service Examination*, with Recent Questions and Answers, by Francis E. Leupp (Hinds; 585 p. \$2.20), also Abridged Edition, without Questions and Answers (paper, 55 cents), covers in detail all branches of the civil service.

**Cooking.**—Instructors for cooking classes can generally be found among the domestic-science teachers of the public schools. References: *Boston Cooking School Cook Book*, by Mrs. Fannie Merritt Farmer (Little; \$1.80), is a widely used textbook.

## VOLUNTARY CLASSES

*The School Kitchen Textbook*, by Mrs. Mary J. Lincoln (Little, 1915; 60 cents; course of study free), is also popular for grammar schools or the smaller high schools; it is planned for two years, with two lessons a week, and has an appendix containing 32 lessons on sewing. *Foods and Household Management*, by Helen Kinne and Anna M. Cooley (Macmillan, 1914; 386 p. \$1.10), covers household management, budgets, menus, food purchase and values and some simple recipes.

**Current events.**—A common form of general information improvement class, the organization of which depends entirely upon securing a leader. Persons having the proper equipment for this work can be looked for among college or high-school instructors in modern history. Sometimes a newspaper editor or an exceptionally well-informed club-woman will be able to handle this work. For young people, a condensed account of all important news is to be found in the weekly school paper *Current Events* (Educational Press Co.; single subscription for school year, 40 cents; 30 subscriptions or more to one address, 20 cents; under 30 but not less than 4, 25 cents).

**English for foreigners.**—A type of work often found in evening schools but which may also be carried on in the school center. Any teacher of English or language should be able to handle a course of this character. References: *First Lessons in English for Foreigners*, by Frederick Houghton (American Book Co.; 150 p. 40 cents), is a practical book for the teacher; common objects, minerals, tools, etc.,

## COMMUNITY CENTER ACTIVITIES

are used to illustrate sentence building. Contains views of cities and industries and vocabulary in English, German, Polish, Italian and Yiddish. *Lessons in English for Foreign Women*, by Ruth Austin (American Book Co.; 159 p. 35 cents), consists of well graded lessons with vocabulary of particular interest to women. A set entitled *English for Coming Americans*, by Peter Roberts (Association Press, 1917), consists of the following books: *Teacher's Manual* (105 p. cloth, 50 cents) gives detailed directions for the Roberts method of teaching English by ear. Three *Beginner's Readers* (Nos. 1 and 2, 15 cents each; No. 3, 20 cents) contain stories, fables and legends. *Advanced Course: American History* (50 cents) is for those who understand English fairly well. The series also contains *Civics for Coming Americans* (see p. 29), Lesson Leaves (5 cents per series), Teacher's Aids (10 cents per series), Teaching Charts (\$1.25), and Conversation Cards (60 cents per series).

**First aid.**—A graduate trained nurse or a physician makes a good leader for a class interested in the first care to be given to the wounded. Reference: *American Red Cross Abridged Text-book on First Aid*, Woman's edition, by Major Charles Lynch (Blakiston, 30 cents).

**Household science and art.**—The domestic science department of the public schools is well qualified to furnish teachers for these classes. Two good works on Domestic Economy are *Increasing Home Efficiency*, by Martha B. and Robert W. Bruère (Macmillan, 1912; 295 p. \$1.25) and Christine Frederick's *The*



## VOLUNTARY CLASSES

*New Housekeeping; Efficiency Studies in Home Management* (Doubleday, 1913; 266 p. \$1.25). *Home Furnishing, Practical and Artistic*, by Alice M. Kellogg (Stokes, 1905; 265 p. 55 illus. \$1.60), suggests appropriate furnishings and decorations for the different parts of the home. *Art in Dress, with Notes on Home Decoration* (see p. 59) treats of principles of line, color, design, etc., in home decoration.

**Languages.**—The leading modern languages, German, French, Italian and Spanish, are usually subjects of interest for voluntary groups. After the class has determined upon the language which it wishes to study, the next step is finding the teacher. A qualified instructor can be found usually in the faculty of the local high school or college or in the person of some well-educated foreigner speaking the desired tongue. He will usually be able to suggest a suitable textbook.

**Literature.**—A class in this subject usually devotes itself to a course of reading or a study of literary masterpieces. The organization of this course is ordinarily a matter for the leader, since oftentimes the class itself rarely knows what it wants. Leaders can be sought among the faculty of the local high school or college, or among the members of a prominent literary club.

**Music.**—A music class may devote itself to the history or appreciation of music or to the practice of music in either vocal or instrumental form. Of course, only such as are susceptible to group activities are feasible. For example, the study of the piano

## COMMUNITY CENTER ACTIVITIES

would not be practicable for a class of this sort, while choral singing would be. After the group has determined the precise branch of music it wishes to study, it may look for its director in some of the local musical circles.

**Naturalization qualifications.**—Any teacher can act as the leader of a group desiring to prepare itself to take out citizenship papers. References: *Civics for Coming Americans* (see p. 29). The purpose of this booklet is to put within reach of the foreigner, having a fair command of the English language, such information as is required to pass the examinations for naturalization; also to provide intelligent guidance for those patriots who would gladly help "coming Americans," but have no knowledge either of the alien's needs or of the laws regulating the process of naturalization. *How to Obtain Citizenship*, by Nathaniel Fowler, Jr. (Sully, 1913; 288 p. \$1.50), contains miscellaneous information about the federal and state governments in Italian, Yiddish, German and French.

## SAMPLE PROGRAMS

The following programs are examples of school-center occasions from various parts of the country. They are given here for their value as suggestions, rather than as descriptions of the work in the various cities named.

### I. AUDITORIUM PROGRAMS

#### A CINCINNATI SCHOOL CENTER

Date, an evening in May

- 1.—Anthem, by Roumanian Men's Choir
- 2.—Violin Solo
- 3.—Pianola Selection, 12th Rhapsody, by Liszt
- 4.—Folk Song, "Mischka Came Clad in Red," by Y. W. C. A. Choral Class
- 5.—Piano Solo, Hungarian Rhapsody No. 1, by Liszt
- 6.—Hungarian Dance, "The Czardas," by school children
- 7.—Tenor Solo, Aria from opera, "John the Hero"
- 8.—Concerto for Violin and Piano
- 9.—Hungarian Folk Dances, by two young ladies
- 10.—Group of Folk Songs
- 11.—Folk Dance, "Modjanet Maganak," by Y. W. C. A. junior gymnasium girls
- 12.—Chorus, "The Star-Spangled Banner"

## COMMUNITY CENTER ACTIVITIES

### A PATRIOTIC EVENING IN A SOUTH BEND CENTER

- 1.—Song, "America" (music and words thrown on the screen)
- 2.—Announcements
- 3.—Motion pictures depicting notable events preceding the American Revolution
- 4.—Address on "Spirit of the American Constitution" by a member of the High School faculty
- 5.—General discussion by the audience
- 6.—Song, "Battle Hymn of the Republic," by the audience

### A WASHINGTON'S BIRTHDAY CELEBRATION IN LOUISVILLE

GEORGE WASHINGTON, impersonated by a member of the Young Men's Club

MARTHA WASHINGTON, impersonated by a member of the Woman's Club

- 1.—The Star-Spangled Banner . . . Social Center Orchestra
- 2.—George Washington  
A Member of the Board of Education
- 3.—Recitations and Songs  
Children of the Third and Fourth Grade
- 4.—A Folk Dance, in costume  
Social Center Folk-Dance Club
- 5.—Song, "Mount Vernon Bells"  
Afternoon Social Center Children
- 6.—Songs and Poems  
Children of the Third, Second, and First Grades
- 7.—Washington's Tree  
A Game played by the Woman's Club
- 8.—"At Whittier Social Center" . . . . . A Skit in One Act

## SAMPLE PROGRAMS

Cast of Characters:—

Director of the Social Center

Assistant

Four applicants for positions as Club Leaders

9.—Finale: "America" . . . . . Orchestra and Audience

### A LINCOLN'S BIRTHDAY CELEBRATION IN NEW YORK

Speakers: A Park Commissioner, a prominent author (subject, "Lincoln"), the secretary to a Borough President, the head of a social settlement for Italians (subject, in Italian, "Successful Italians in America"). Interspersed among the above addresses were vocal and piano solos.

### A ST. PATRICK'S DAY PROGRAM

- 1.—Selection by The Harmony Band
- 2.—Irish Dance, by girls of Social Center
- 3.—Chorus, by the Glee Club of the Social Center
- 4.—Irish Jig, by boys of All Saints
- 5.—Tenor Solo, "Molly Brannigan"
- 6.—Violin Selection, "Elves of Ireland"
- 7.—Recitation, "Missin' the Children"
- 8.—Soprano Solo, "The Last Rose of Summer"
- 9.—Four-hand Jig, by four young ladies
- 10.—Recitation, "Dark Rosaleen"
- 11.—Hornpipe, by boys of All Saints
- 12.—Tenor Solo, "The Old Plaid Shawl"
- 13.—Reel, by a young lady
- 14.—Four-hand Reel, by four adults
- 15.—"The Social Center," an address
- 16.—Selection, by The Harmony Band

## COMMUNITY CENTER ACTIVITIES

### A COMMUNITY MUSIC FESTIVAL IN CHICAGO

#### Part I.—*Contributions to America from the Old World*

- 1.—Two songs from Sweden and Norway sung by the Lyric Male Chorus
- 2.—Four German songs by the Choir of St. Mark's Church
- 3.—Four songs from Bohemia by United Bohemian Singing Societies
- 4.—Three Polish songs by the Kurpinski Singing Society assisted by St. Casimir's Church Choir

#### Part II.—*American Patriotic and Folk Songs*

- 1.—Eight American Patriotic and Folk Songs sung by the audience, led by the high-school glee clubs
- 2.—Address by a Member of the Chicago Board of Education
- 3.—Closing Song, "My Country, 'Tis of Thee."

### TOPICS DISCUSSED IN A NEW YORK CITY SCHOOL FORUM

- 1.—"The Humanization of Public Health," by the Chief Medical Examiner of the Municipal Civil Service Commission
- 2.—"What the Board of Education is Doing for Your Children," by a Member of the Board of Education
- 3.—"Building a New Man," by a Medical College Professor
- 4.—"What Constitutes a Good Jew," by a prominent Jew
- 5.—"Other People's Money," by a Lawyer and Publicist
- 6.—"What It Means to Me to Be a Representative of the East Side in Congress," by a Congressman

## SAMPLE PROGRAMS

### II. PROGRAMS REQUIRING MORE THAN ONE ROOM

#### A BOSTON HIGH SCHOOL CENTER, WEDNESDAY EVENING PROGRAM

Assembly Hall.....	Adult Civic Club
Gymnasium.....	Folk Dancing
Library.....	Junior City Council
Lunch Rooms.....	Brass-Band Rehearsals
Games Rooms	
Novelty Sewing Clubs and Orchestra Rehearsals	
Classrooms	
Mixed Chorus, Dramatic Club, Mandolin Club	

#### A WEEK'S PROGRAM IN A NEW YORK CITY SCHOOL CENTER

Monday.	Free Athletic Exhibition.
Tuesday.	Public Dancing, admission ten cents
Wednesday.	Concert Singing, admission by free ticket
Thursday.	The Mikado, admission ten cents (opera performed by fifty children under direction of a rabbi of the Young Men's Hebrew Association)
Friday.	Public Dancing, admission ten cents
Saturday.	Roller-Skating, admission five cents

### III. WEEKLY PROGRAMS REQUIRING SEVERAL ROOMS

#### JERSEY CITY SCHOOL CENTER PROGRAM

Tuesday.	Young Men's Club in Literature and Public Speaking
	Young Women's Clubs devoted to Choral Singing, Arts and Crafts, and Literature
Thursday.	Public Dancing

## COMMUNITY CENTER ACTIVITIES

### GRAND RAPIDS SCHOOL CENTERS

#### *Finney School:—*

- Wednesday. Young Men's Athletic Club (rehearsing  
Mock Trial)  
Young Women's Recreation Class
- Thursday. Boy Scouts  
Rehearsal of Operetta
- Friday. Public Motion-Picture Entertainment

#### *Palmer School:—*

- Tuesday. Adults' Literary Society  
Boy Scouts  
Cooking  
Girls' Glee Club  
Millinery
- Thursday. Boy Scouts  
Sewing  
Young Men's Club (Boxing and Wrestling)  
Young Women's Recreation Class

#### *Sigsbee School:—*

- Tuesday. Children's Chorus  
Married Women's Physical Training Class
- Thursday. Foreigners' Civic Class  
Boy Scouts

#### *Straight School:—*

- Tuesday. Boy Scouts  
Cooking  
Dressmaking  
Young Men's Athletic Club (Minstrel rehearsal)  
Young Women's Recreation Class
- Friday. Illustrated Lecture or Public Entertainment



## SAMPLE PROGRAMS

### A WEEK'S PROGRAM IN A LOUISVILLE SCHOOL CENTER

(Afternoon occasions omitted)

- Tuesday.      Gymnasium for Men and Boys  
                 Housekeepers' Conference
- Thursday.     Gymnasium for Girls  
                 Adult Clubs
- Friday.        General Entertainments, such as the following:—
- Violin duet . . . . . Two ladies  
                 Vocal solo . . . . . A young woman  
                 Lecture on Oral Hygiene . A dentist  
                 Reading from "Uncle Remus"  
                 An elocutionist  
                 Stories . . . . . Two young ladies  
                 Violin duet . . . . . Two young ladies

### A WEEK'S PROGRAM IN A NEW YORK SCHOOL CENTER

- Monday.        Women's Sewing and Millinery Clubs  
                 Choral Club for Men and Women  
                 Woman's Suffrage Club  
                 Men's Gymnasium Class
- Tuesday.       Social Dancing for Adults  
                 Men's Gymnasium Class  
                 Dramatic Club  
                 Camp Fire Girls
- Wednesday.    Basket-ball Classes for Women and Girls  
                 Club Dances for Young People  
                 Women's Sewing and Millinery Clubs
- Thursday.      Public Forum  
                 Men's Gymnasium Class  
                 Young Women's Gymnasium Class

## COMMUNITY CENTER ACTIVITIES

- Friday.           Men's Gymnasium Class  
                  Dramatic Club
- Saturday.       Basket-ball Classes for Women and Girls  
                  Club Dances for Young People  
                  Study and Game Rooms open every night

## PUBLISHERS' NAMES AND ADDRESSES

- Allen Brothers, Ruskin House, 44 Rathbone Place, London,  
England
- American Book Co., 100 Washington Square, E., New York  
City
- American City, The, The Civic Press, 154 Nassau Street, New  
York City
- American Pageant Association, Secretary, Miss Virginia  
Tanner, 26 Arlington St., Cambridge, Mass.
- American Sports Publishing Co., 45 Rose Street, New York  
City
- Appleton: D. Appleton & Co., 29-35 West 32nd Street, New  
York City
- Association Press, 124 East 28th Street, New York City
- 
- Baker: Baker & Taylor Co., 354 Fourth Avenue, New York  
City
- Barnes: The A. S. Barnes Co., 381 Fourth Avenue, New York  
City
- Birchard: C. C. Birchard & Co., Boston, Mass.
- Blakiston's: P. Blakiston's Son & Co., Philadelphia, Pa.
- Boy Scouts of America, 200 Fifth Avenue, New York City
- Bradley: Milton Bradley Co., Springfield, Mass.
- Butterick: Butterick Publishing Co., 223 Spring Street, New  
York City
- 
- Camp Fire Girls of America, 461 Fourth Avenue, New York  
City
- Century: The Century Co., 353 Fourth Avenue, New York  
City
- Children's Bureau, The, U. S. Department of Labor, Washing-  
ton, D. C.
- Child-Welfare Magazine, Child-Welfare Co., P. O. Box 4022,  
West Philadelphia, Pa.
- City History Club of New York, 105 West 40th Street, New  
York City

## PUBLISHERS' NAMES AND ADDRESSES

- Civic Press, 154 Nassau Street, New York City  
Community Forum, The, 710 Ford Building, Boston, Mass.  
Cook: David C. Cook Publishing Co., Elgin, Ill.  
Current Events, Educational Press Co., Springfield, Mass.
- Davol: Davol Publishing Co., North Attleboro, Mass.  
Department of Education, 500 Park Avenue, New York City  
Department of Education, State of Washington, Olympia,  
Wash.
- Department of Recreation, Russell Sage Foundation, 130  
East 22nd Street, New York City  
Department of Surveys and Exhibits, Russell Sage Founda-  
tion, 130 East 22nd St., New York City
- Dick: Dick & Fitzgerald, 18 Vesey Street, New York City  
Ditson: Oliver Ditson Co., 150 Tremont Street, Boston, Mass.  
Division of Education, Russell Sage Foundation, 130 East  
22nd Street, New York City  
Division on Industrial Studies, Russell Sage Foundation, 130  
East 22nd Street, New York City
- Doubleday: Doubleday, Page & Co., Garden City, N. Y.  
Drama League of America, 736 Marquette Building, Chicago,  
Ill.
- Dramatic Publishing Co., 542 South Dearborn Street, Chi-  
cago, Ill.
- Duffield: Duffield & Co., 211 West 33rd Street, New York  
City
- Dutton: E. P. Dutton & Co., 681 Fifth Avenue, New York  
City
- Educational Press Co., Springfield, Mass.
- Fernald: Fernald & Co., 719 Twenty-first Street, N. W.,  
Washington, D. C.
- Flanagan: A. Flanagan Co., 521 South Wabash Avenue, Chi-  
cago, Ill.
- French: Samuel French, 28 West 38th Street, New York City  
Funk: Funk & Wagnalls Co., 354 Fourth Avenue, New York  
City

## PUBLISHERS' NAMES AND ADDRESSES

General Federation of Women's Clubs, Bureau of Information, Portsmouth, N. H.

Ginn: Ginn & Co., 15 Ashburton Place, Boston, Mass.

Girl Scouts, Inc., 527 Fifth Avenue, New York City

Gray: H. W. Gray Co., 2 West 45th Street, New York City

Griffith: The Griffith and Rowland Press, 16 Ashburton Place, Boston, Mass.

Harper: Harper & Bros., Franklin Square, New York City

Hinds: Hinds, Hayden & Eldredge, Inc., 11-15 Union Square West, New York City

Holt: Henry Holt & Co., 19 West 44th Street, New York City

Houghton: Houghton, Mifflin Co., 4 Park Street, Boston, Mass.

Huebsch: B. W. Huebsch, 225 Fifth Avenue, New York City

Illustrated Milliner Co., 656 Broadway, New York City

Journal of Educational Psychology, Warwick & York, Baltimore, Md.

Lippincott: J. B. Lippincott Co., East Washington Square, Philadelphia, Pa.

Little: Little, Brown & Co., 34 Beacon Street, Boston, Mass.

Longmans: Longmans, Green & Co., 443 Fourth Avenue, New York City

Lothrop: Lothrop, Lee & Shepard Co., 93 Federal Street, Boston, Mass.

McClurg: A. C. McClurg & Co., 330-352 East Ohio Street, Chicago, Ill.

Macmillan: The Macmillan Co., 64 Fifth Avenue, New York City

Manual Arts Press, Peoria, Ill.

Moffat: Moffat, Yard & Co., 116-120 West 32nd Street, New York City

Mother's Magazine, The, David C. Cook Publishing Co., Elgin, Ill.

## PUBLISHERS' NAMES AND ADDRESSES

National Child Welfare Exhibit Association, Inc., 70 Fifth Avenue, New York City

National Congress of Mothers and Parent-teacher Associations, 910 Loan and Trust Bldg., Washington, D. C.

National Vocational Guidance Association, Secretary, W. Carson Ryan, Jr., Bureau of Education, Washington, D. C.

Newson: Newson & Co., 73 Fifth Avenue, New York City

New York Public Library, 476 Fifth Avenue, New York City

Novello & Co., Ltd., London, England. American agents, H. W. Gray Co. (q. v.)

Page: Louis C. Page & Co., 53 Beacon Street, Boston, Mass.

Pilgrim Press, The, 14 Beacon Street, Boston, Mass.

Playground, The, Playground and Recreation Association of America, 1 Madison Avenue, New York City

Prang Company, The, 30 Irving Place, New York City

Rand: Rand, McNally & Co., 42 East 22nd Street, New York City

Russell Sage Foundation, 130 East 22nd Street, New York City

Sanborn: Benjamin H. Sanborn & Co., 15 West 38th Street, New York City

Schirmer: G. Schirmer, 3 East 43rd Street, New York City

School Arts Publishing Co., Boston, Mass.

Sower: Christopher Sower Co., 124 North 18th Street, Philadelphia, Pa.

Stokes: Frederick A. Stokes Co., 443-449 Fourth Avenue, New York City

Sturgis: Sturgis & Walton Co., 31-33 East 27th Street, New York City

Sully: Sully & Kleinteich, 373 Fourth Avenue, New York City

Survey: The Survey Associates, Inc., 112 East 19th Street, New York City

## PUBLISHERS' NAMES AND ADDRESSES

U. S. Bureau of Education, Washington, D. C.

U. S. Department of Agriculture, Washington, D. C.

University of Chicago Press, 58th Street & Ellis Avenue, Chicago, Ill.

University of Texas, Austin, Texas.

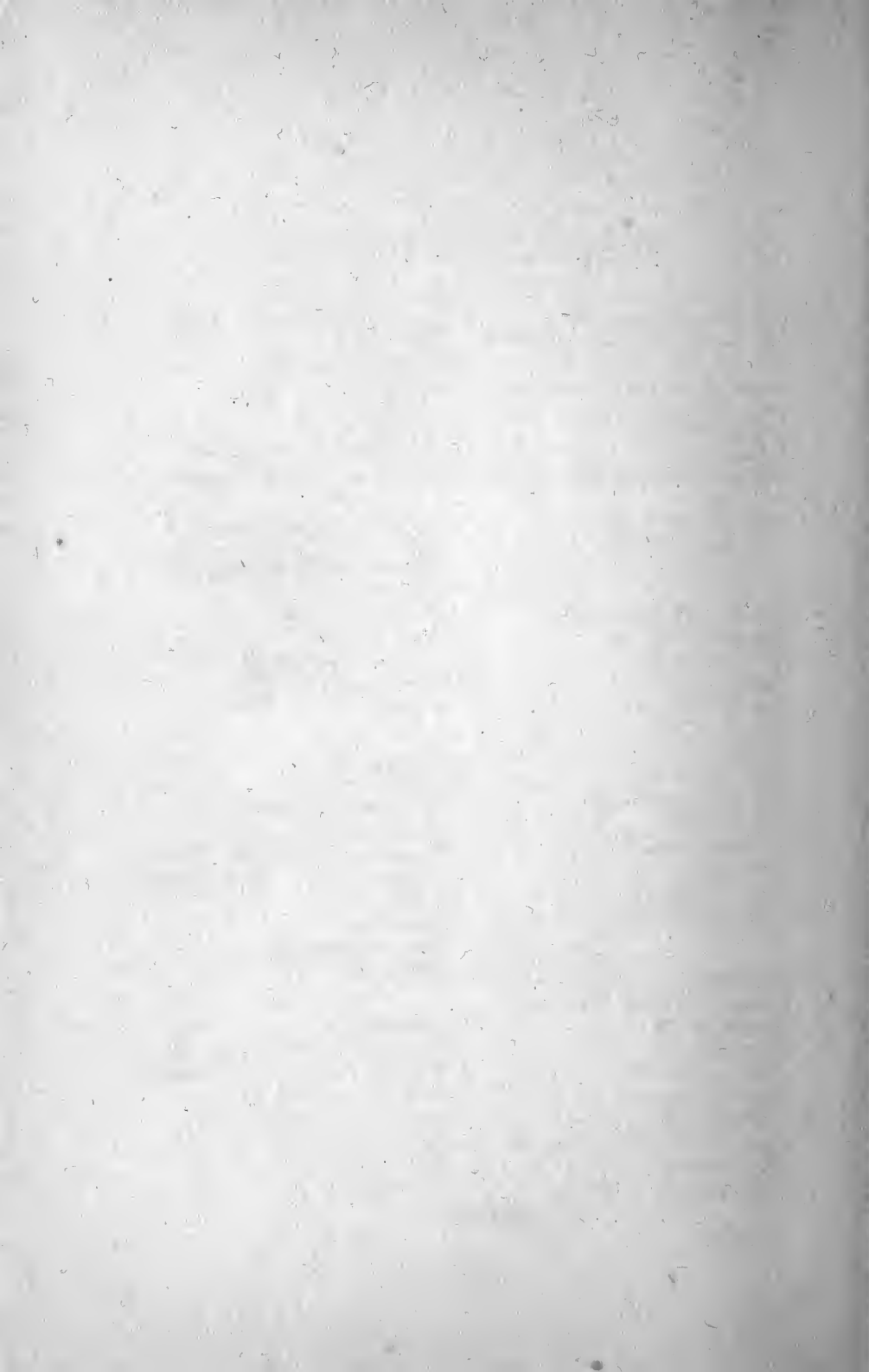
Vocation Bureau of Boston, 6 Beacon Street, Boston, Mass.

Warwick & York, Baltimore, Md.

Wilson: H. W. Wilson Co., White Plains, N. Y.

Witmark: M. Witmark & Sons, 144 West 37th Street, New York City

Yale University Press, 209 Elm Street, New Haven, Conn.





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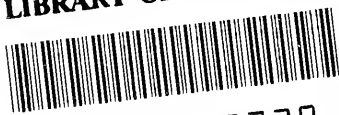








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